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This report on training under Title 1 of the Manpower Development and Training Act of 1962 reviews accomplishments and problems of Fiscal Year 1967-68, traces program changes since the inception of the Act, discusses the potential impact of the amendments of October, 1968, and recommends additional resources, stronger coordination of programs and services, more support of auxiliary services, and more funds for program evaluation. Youth projects, basic education, counseling, and other types of institutional programs and servidces are outlined, together with provisions for staff recruitment and training, patterns of operation in skill centers, and trainee characteristics. Coupled training projects (on the job training with collateral classroom or on site training), cooperative occupational training, and other types of national programs are noted. Also covered are prisoner education, self-help for monority groups, training for returning servicemen, and other innovations, experiments, and special programs, followed by such evaluation techniques as placement data and field reviews. The document includes 55 charts and tables and numerous photos. (ly)

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education and training

a chance to advance

1969 Report of The Secretary of Health, Education, and Welfare to the Congress on The Manpower Development and Training Act

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Prior to April first of each year, the Secretary of Health, Education, and Welfare shall make an annual report to Congress. Such report shall contain an evaluation of the programs under Section 231, the need for continuing such programs, and recommendations for improvement.

Section 233
Manpower Development and Training Act
of 1962 as amended

education and training

a chance to advance

7th annual report
of the Department of
Health, Education, and Welfare
to the Congress on Training Activities
under the Manpower Development and Training Act

U.S. Department of Health, Education, and Welfare
OE-87020-69 Robert H. Finch, Secretary

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THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

April 1, 1969

Dear Sirs:

Transmitted herewith is the report to the Congress on training activities authorized under Part B of Title II of the Manpower Development and Training Act of 1962, as amended.

This report reviews accomplishments and problems of the fiscal year ending June 30, 1968, traces program changes over the period since the inception of the Act, discusses the potential impact of the amendments passed by the Congress in October 1968, and makes recommendations to improve the effectiveness of the program.

Sincerely,

Robert H. Finch
Secretary

The President of the Senate

The Speaker of the House

contents

Page

SUMMARY AND RECOMMENDATIONS 1

I. DIRECTIONS 7

Measures of Achievement 7
Responding to Change 8
The People Served 8
1968 Amendments—Blueprint for Progress 11
Coordination of Manpower Planning 12
MDTA Advisory Committees 13
Summary 14

II. INSTITUTIONAL TRAINING PROGRAMS 17

Size of State Programs 17
The Manpower Program and the Schools 18
Multioccupations Projects 18
Part-time, Upgrading, and Youth Projects 18
Individual Referrals 19
Private Schools 19
Variety of Skills Taught 19
Basic Education 21
Counseling 23
Supportive Services 24

III. STAFF RECRUITMENT AND TRAINING 27

Recruitment of Staff 27
Turnover 28
Staff Training 28
Curriculum Materials and Development 30
ERIC Clearinghouse 33

IV. MANPOWER TRAINING SKILLS CENTERS 35

Vital Elements in Skills Centers 35
Trainee Characteristics 36
Staffing 36
Inservice Training 37
The Pattern of Operations 37
Scheduling 37
Basic Education 38
Orientation 39
Counseling 39
Supportive Services 40
Resources are Limited 40
Community Contact 40
The Future of Skills Centers 41

Page

V. NATIONAL PROGRAMS AND SERVICES 45
- Types of National Programs 46
- National Coupled Training Projects 46
- National Institutional Training Projects 48

VI. INNOVATIONS, EXPERIMENTS, AND SPECIAL PROGRAMS 51
- Self-help Programs for Minority Groups 52
- Programs to Stimulate Technological Advancement 53
- Other Innovative Efforts 54
- Programs for Prisoners 56
- Training Returning Servicemen 57

VII. EVALUATION 59
- Evaluation Criteria 59
- Data Reporting System 59
- Placement and Earnings Data 60
- State and Local Evaluation Efforts 61
- Cost and Benefit Analysis 62
- Field Reviews 63
- Need for Expanding Evaluation Efforts 64

STATISTICAL TABLES 65

MDTA Program Summary, Fiscal Years 1963-68

Fiscal year	Federal funds obligated	Training opportunities approved	Estimated trainees		Percent employed
			Enrollment	Completions	
1963-68	$1,529,690,000	1,300,800	1,034,400	612,200	78
1968	332,491,000	252,600	265,000	145,000	79
Institutional:					
1963-68	1,153,880,000	739,500	713,400	446,000	75
1968	216,586,000	114,000	140,000	85,000	75
On-the-Job:					
1963-68	299,287,000	455,900	321,000	166,200	87
1968	89,837,000	104,600	125,000	60,000	85
Part-time and other training:					
1967-68	5,597,000	8,700	(1)	(1)	(1)
1968	5,501,000	8,300	(1)	(1)	(1)
Concentrated Employment Program:					
1966-68	70,926,000	96,700	(2)	(2)	NA
1968	20,567,000	25,700	(2)	(2)	NA

[1] Trainees enrolled in part-time and other training programs reported with institutional trainees.

[2] Unduplicated count not available.

summary and recommendations

Summary

In the fiscal year 1968, manpower institutional training programs continued to show an increase in the proportion of disadvantaged trained for jobs, despite a slight decline in enrollments. Of the 140,000 persons enrolled in training in 1968, largely in programs administered by the Nation's public schools, 68 percent were characterized as disadvantaged; 49 percent were nonwhite; 60 percent had less than a high school education.

Since the Congress passed the Manpower Development and Training Act in 1962, more than 1 million persons were enrolled in training—nearly 715,000 of these in institutional programs; the remainder were in on-the-job training or in some combination of the two. Over 600,000 persons have completed training programs, both institutional and on-the-job, during the first 6 years of the program. As would be expected from the enrollment figures above, the large majority of those completing training, nearly 450,000, were in institutional training programs.

According to all available evidence—placement in jobs, increase in earnings, length of employment—the manpower institutional training programs have been successful. Recent studies indicate that 85 percent of those who completed institutional training obtained jobs after training and 75 percent were employed at the time of last contact. This degree of success is the more remarkable in that over two-thirds of those trained were classified as disadvantaged and over half of them were school dropouts.

The Department of Health, Education, and Welfare and the Department of Labor by statute share responsibility for administering the act. The Department of Health, Education, and Welfare arranges for institutional training, either directly or through State agreements, in public and private education and training institutions. It is responsible for classroom instruction, including adequacy of curricula and facilities and the provision of manpower instructors. The Department of Labor designates the occupations for which training is to be provided, and selects and refers individuals to manpower training programs. Upon completion of training, the Department of Labor is responsible for placement of trainees and for periodic followup on the employment progress of former trainees.

Resources from many other agencies which provide necessary supportive services such as medical aid are also increasingly applied to manpower programs for the unemployed and underemployed. More than 30 Federal agencies and many State and local agencies are now working together under the Cooperative Area Manpower Planning System (CAMPS), established by the agencies in 1967 and recognized by executive order in 1968 as the mechanism for coordinating manpower training programs. Participants in the CAMPS system develop local, area, and State plans for manpower training to avoid costly duplication of effort and to make the best use of scarce resources.

Major improvements in operating the institutional program during 1968 included strengthening manpower training skills centers. These skills centers provide a variety of occupational training opportunities under one administration, along with supportive services such as legal assistance and family counseling. The centers provide a most effective training arrangement for attracting, holding, and training the disadvantaged. Both Departments are acting to insure full use of skills centers and to implement the 1968 amendment to the act concerning priority in the use of skills centers for institutional training financed in whole or in part with certain MDTA funds. Pilot programs in the use of annualized operations are underway in three skills centers.

In addition, steps have been taken to provide more effective in-service training for manpower instructors and other personnel. Five Area Manpower Institutes for the Development of Staff (AMIDS) have been established. The AMIDS emphasize sensitivity training for staff to better understand and teach the disadvantaged persons who now comprise the majority of manpower trainees. Participants learn ways to assist trainees in resolving their problems so they can benefit from training and become employable.

In 1968 the Congress extended the authority for the conduct of programs under Title II of the Act to June 1972, and added a number of amendments which strengthen the program and clarify lines of responsibility and authority. The scope of institutional training was for the first time delineated, and the responsibility of the Department of Health, Education, and Welfare for providing institutional training for enrollees referred by the Department of Labor was clearly stated. Increased responsibility and authority for project approval and management of training programs were given to the States. Additional amendments, discussed in chapter I, provide the basis for further improvements in operation and management of the program.

Increasingly, the manpower training program has moved toward developing flexible training arrangements, curriculums, and services to meet the needs of individuals who have not shared in the Nation's prosperity. The chapters which follow describe the history and future directions of manpower institutional training programs, the training programs offered, the improvement of instructional and supporting staffs, specific arrangements for training such as skills centers and national programs, and illustrations of experimental and innovative programs. A final chapter summarizes results of efforts to evaluate the program to date and the additional efforts which are needed for effective and efficient management of these programs.

Recommendations

The need for continuing manpower training programs has not diminished. On the contrary, experience gained in the operation of these programs points to the need for expanding and strengthening them. Despite the low level of unemployment during 1968 and early 1969, many individuals still require substantial assistance in preparing for jobs, and all too frequently these same people have severe employment handicaps. Young people who drop out of high school each year unequipped for a job, the persons displaced with obsolete skills, and those working full or part time at poverty wages make up a far larger number than can now be accommodated in manpower training. Moreover, shortages of trained manpower still continue in many health and other services, and in skilled and technical occupations.

Since 1962 the history of manpower training has been marked by the strong concern of the Congress for effective and successful implementation of the act. Many recommendations for improvements from many sources have been adopted and the program thereby strengthened. The recommendations which follow are suggested to further improve the capability of the program to move toward a close balance between the Nation's manpower requirements and the needs of the unemployed and underemployed.

Additional resources are needed to increase institutional training opportunities and provide expanded services.

Many groups are still unable to compete in the job market. Outreach experience indicates that large numbers of urban and rural Negroes, Spanish-speaking people, American Indians, older workers, prison inmates, and others need intensive remedial education and supportive services as well as occupational training to remedy serious educational deficiencies and prepare them for jobs.

Additional resources are also needed to provide programs to raise the educational and skill levels of underemployed persons so they can advance beyond entry-level or dead-end jobs and move into skilled or technical fields.

In occupational areas such as health, law enforcement, and urban development where there is a great demand for trained manpower, programs to train for entry-level and subprofessional jobs need to be greatly expanded.

The skills centers already in operation have demonstrated their ability to serve the needs of the hard-core disadvantaged as well as to provide upgrading training. Further steps to achieve annualization or otherwise provide a basis for more stable and flexible operation would greatly strengthen and improve the effectiveness of such centers to furnish the training and supportive services required.

Stronger coordination of all manpower training programs and related services is needed to augment State and local management capabilities to provide better utilization of available resources. Advance funding should be considered to improve planning efforts.

Currently some 400 local Cooperative Area Manpower Planning System (CAMPS) committees are developing plans and working to apply the resources available for training and supportive services. If such planning is to be effective, all manpower programs should be involved, especially those which are Federally financed.

Earlier appropriations would enhance the planning efficiency of the States and local communities, as well as Federal agencies. At present, the planning efforts of Federal as well as State and local agencies are hampered because the total amount of funds to be available is not known until well after the beginning of the fiscal year. It is recommended that advanced appropriations be permitted for certain programs, particularly institutional training.

The new title V provided in the 1968 amendments to the Manpower Development and Training Act provides potential for the States to strengthen their capabilities to plan and coordinate manpower programs when funds are appropriated to implement this title.

Increased support is needed for services such as medical aid, accident insurance, legal assistance, and provision of day care for children to help trainees who are not able to complete training without such services. Consideration should be given to amending the act or pertinent public laws relating to medical assistance to permit bona fide enrollees in Federal training and retraining programs to qualify for medical and health benefits.

Increasing numbers of manpower trainees have chronic or potentially disabling medical problems; only a small portion of these now receive aid. Resources are limited, and rigid regulations frequently prevent trainees from qualifying for more than minor medical attention.

Accident insurance for trainees is supplied only in the few States where it is mandatory. Some projects have attempted to provide individual insurance coverage; the cost of such policies would usually be too great for the trainees to pay. Although injuries are infrequent, the difficulty of getting treatment without high cost to the trainee indicates the need for such insurance with the cost included as part of training costs.

The need for legal assistance exists throughout the program, yet it is accessible to trainees in only a few projects where such services are volunteered. Many manpower trainees have had unpleasant relations with law enforcement personnel and agencies. They need help in coping with the legalities of the various personal, family, civic, and criminal entanglements which interfere with training and employability.

Lack of day care for young children is a major deterrent to recruiting, retraining, and employing women. Few existing day-care centers accept children under 3. Private centers are usually too expensive, and centers which are free or have nominal fees have long waiting lists. Day-care facilities established under the manpower program could become an operating component of the skills center, providing a laboratory school for the training of teacher aides, paramedical aides, home service aides, and other occupational categories.

The day-care problem transcends the training program. If a woman trainee completes the program and takes a job, child care remains a major problem for her.

Additional funds should be specifically allocated for evaluation of MDTA institutional programs.

Funding for program evaluation by the Department of Health, Education, and Welfare is recommended to comply with Congressional intent. It is estimated that about $2 million will be needed for this purpose. In recommending passage of the 1968 MDTA amendments, the Senate Committee on Education and Public Welfare specified that a detailed evaluation of program effectiveness and impact be made before the next extension of programs.

Program evaluation will be an increasingly important aspect of HEW's responsibility for management of institutional training programs as the States begin to exercise more authority in approving projects.

A much stronger evaluation program in HEW as well as in the Department of Labor is necessary if the urgent questions on which program managers must make decisions are to be answered.

A CHANCE TO ADVANCE: Gardena, Calif., Skills Center offers a wide variety of training opportunities.

I.

directions

In the 6 years ending in fiscal 1968, the manpower training program has offered 1.3 million job-training opportunities for unemployed and underemployed persons. Of these, 740,000 were provided in classroom job-training and 456,000 in on-the-job training (this figure includes 135,000 combining both forms). Part-time and other training and the Concentrated Employment Program provided 105,000 opportunities.

Classroom job training, the so-called *institutional* training, which is primarily the responsibility of the Department of Health, Education, and Welfare and the subject of this report, has from the beginning largely been operated by the Nation's public school systems. Between 1962 and 1968, 450,000 of the 600,000 persons completing training were enrolled in institutional projects.

The institutional program got underway quickly in 1962, when 57,000 out of a total of 59,000 training openings were in institutional projects. Since that time, both institutional and on-the-job (OJT) training have grown rapidly, with a greater percentage increase in on-the-job training. During fiscal year 1968, 219,000 training opportunities were authorized, 114,000 in institutional training and 105,000 in on-the-job training.

Increasingly, classroom training is being linked with on-the-job training, in coupled projects. Just over 40 percent of the 105,000 OJT opportunities in 1968 were for coupled training.

Measures of Achievement

The manpower training program has proven its effectiveness. Whether measured by placement in jobs, length of tenure on those jobs, increases in earnings, or the satisfaction of trainees and employers, the program has achieved a high degree of success with trainees who are generally hard to reach and who require highly flexible training arrangements and teaching methods. In the institutional program, 75 percent of all completers were employed at the time of last contact, and 85 percent had some employment after training. This outcome has been achieved even though a growing proportion of the trainees (over two-thirds in 1968) were disadvantaged. More than half of them were school dropouts who had already encountered failure and frustration in learning. Other evidences of successful outcomes are shown in detail in chapter VII.

The successes are, of course, attributable only in part to training. They also reflect a steady rise in the general employment level and an energetic program of job identification, recruitment, and job placement.

Responding to Change

The manpower training program has changed considerably since 1962, though the objective of training for prompt placement in jobs remains the same. The act was originally designed as a solution to the paradox of high unemployment and the inability of employers to hire workers in skill-shortage occupations. Even with a subsequent decline in the general unemployment rate, certain identifiable groups—minorities, young people, older workers, ghetto residents, and other specific populations—continued to show high concentrations of unemployment. Accordingly, new approaches to these groups were devised, and the training program was directed more specifically toward them.

Amendments to the original legislation in 1963, 1965, 1966, and 1968 opened more training opportunities to young people, offered higher training allowances, and directed the program specifically toward the disadvantaged by providing basic education needed to equip trainees with language and arithmetic skills; by providing occupational orientation to instill good work habits and attitudes; and by offering services needed by trainees to help them surmount barriers to training and employment. The amendments broadened eligibility for training allowances. They also expanded training opportunities for older workers and those who require training to upgrade their jobs.

Over the past 6 years, the direction of the manpower training program has also been administratively shifted. In 1965, for example, a major administrative decision allocated 65 percent of the program's resources to training the disadvantaged. Training of workers, including the disadvantaged, for skill-shortage jobs has also continued to be an important part of the program. In the years following, these goals have been reached and surpassed.

The experience of the 6 years of manpower training operations has shown the need to adjust teaching methods and curricula to serve the divergent needs of trainees. Not surprisingly, manpower trainees, as adults with family responsibilities or young people who have dropped out of school, show widely differing personal goals and backgrounds and a broad range of learning problems. To serve such diverse individual needs, new training arrangements and innovative instructional approaches have had to be developed. Intensive curriculum development work has also been carried on and inservice training programs (described in chapter III) have been developed for instructors, counselors, and other program staff. The most effective training arrangement has been the Manpower Training Skills Center (described in detail in chapter IV), which is organized to furnish each trainee with the combination of training and services most advantageous to him.

The People Served

Each change in program direction has been reflected in changes in the characteristics of enrollees. The most radical recent change has been the rapidly growing proportion of disadvantaged persons enrolled in the institutional program. Persons classified as disadvantaged—those less likely to secure employment or, once hired, be able to keep their jobs—constituted 69 percent of the total institutional enrollment in 1968. The Manpower Administration of the Department of Labor at that time defined a disadvantaged individual, for manpower program purposes, as a person having two or more of the following characteristics: nonwhite, less than 12 grades of education, unemployed at least 15 weeks, under 22 years of age, 45 years of age and over, handicapped, or a public assistance recipient. This definition has been changed somewhat for current data collection purposes, chiefly to include specifically poor persons who lack suitable employment. In 1967, before the addition of youth to the definition, only 46 percent of institutional trainees were considered to be disadvantaged individuals. When, for purposes of comparison with 1968 figures, youth was added to the characteristics used in defining a

Chart I.—LEVEL OF EDUCATIONAL ATTAINMENT OF MDTA INSTITUTIONAL TRAINEES

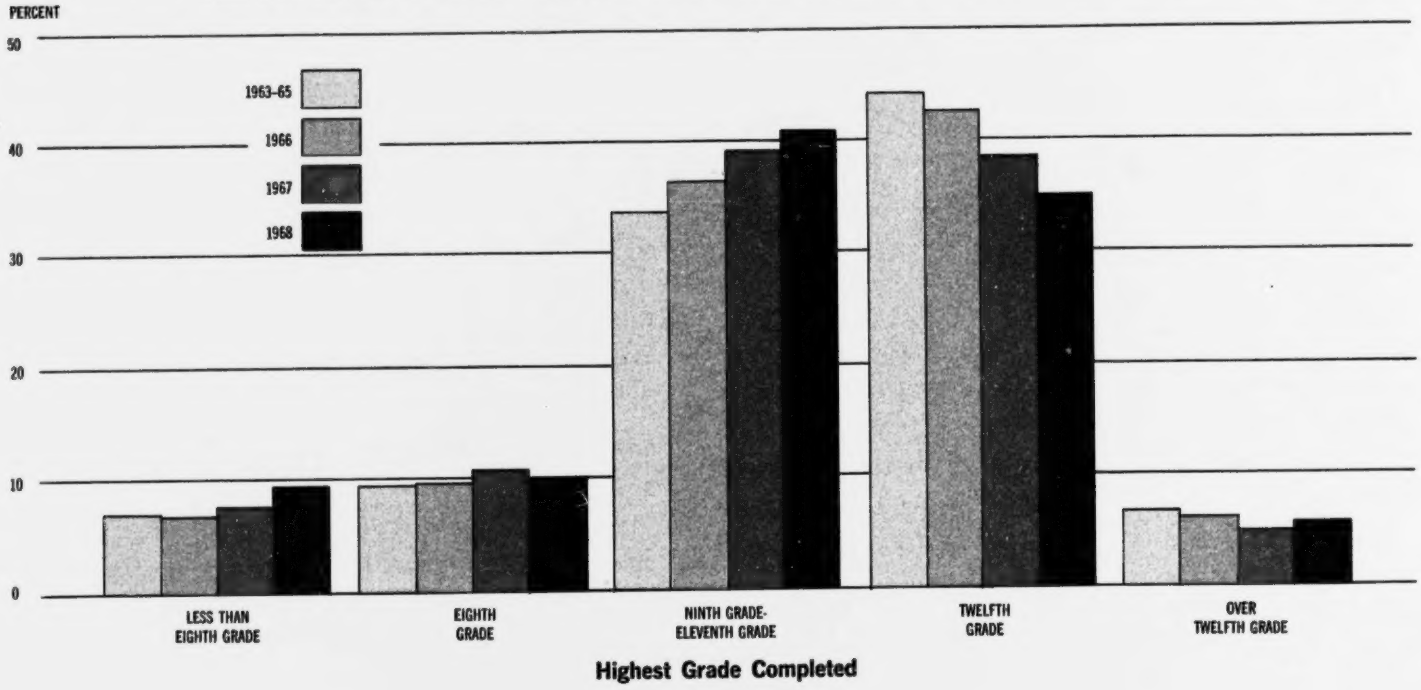
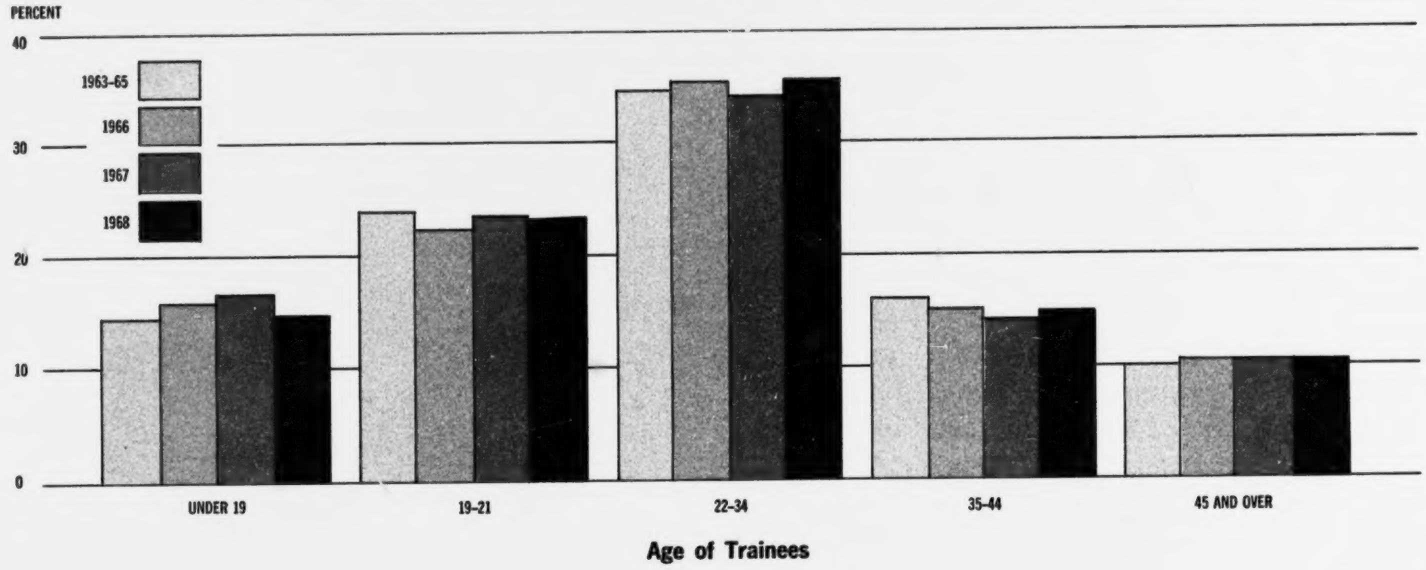


Chart II.—AGE OF MDTA INSTITUTIONAL TRAINEES AT TIME OF ENROLLMENT



disadvantaged individual for 1967, the proportion of the disadvantaged in 1967 was increased to 65 percent. Using the same definition for the 2 years, there is still an increase (4 percentage points) in the proportion of disadvantaged among those persons between 1967 and 1968.

In 1968, continuing increases over figures for 1967 and earlier years were registered in the proportion of trainees with almost all of the characteristics considered deterrents to employability: the proportion of trainees increased who had less than a high school education, were nonwhite, were under 22 years of age, were receiving public assistance at the time of enrollment, and were qualified to received training allowances.

Six out of 10 enrollees in 1968 had not finished high school. Of the six, four dropped out during high school, one at the end of the eighth grade and one still earlier. The proportion of school dropouts among the trainees has increased steadily each year since the beginning of the program, up from 41 percent in 1963 to 60 percent in 1968 (chart I). Throughout the years more men than women were school dropouts and more nonwhite than white trainees were dropouts. Although white trainees were less likely than nonwhite trainees to drop out of school before graduation, they were more likely than nonwhite trainees to drop out in pre-high school years. Of the 56 percent of all the white trainees who were school dropouts, 22 percent had never entered high school. On the other hand, although 62 percent of all of the nonwhite trainees were school dropouts, only 16 percent had dropped out prior to the high school years. The trainees with the lowest level of educational achievement were the most likely to have been unemployed at the time of enrollment for training (table 1).

Table 1

Years of school completed	Percent of 1968 enrollees unemployed at enrollment
Less than 9 years	86
9–11 years	83
12 years	77
Over 12 years	64

No marked shift has occurred in the age of enrollees during the past 3 years. Close to 40 percent are youth under 22 years of age, 50 percent are between 22 and 44 years of age, and 11 percent are 45 years of age or older (chart II).

Nonwhite trainees have increased from just over 27 percent of all institutional trainees in 1963 to 49 percent in 1968 (table 2). They represent a much larger proportion of the trainees than nonwhite persons are of the unemployed in the Nation's labor force (chart III).

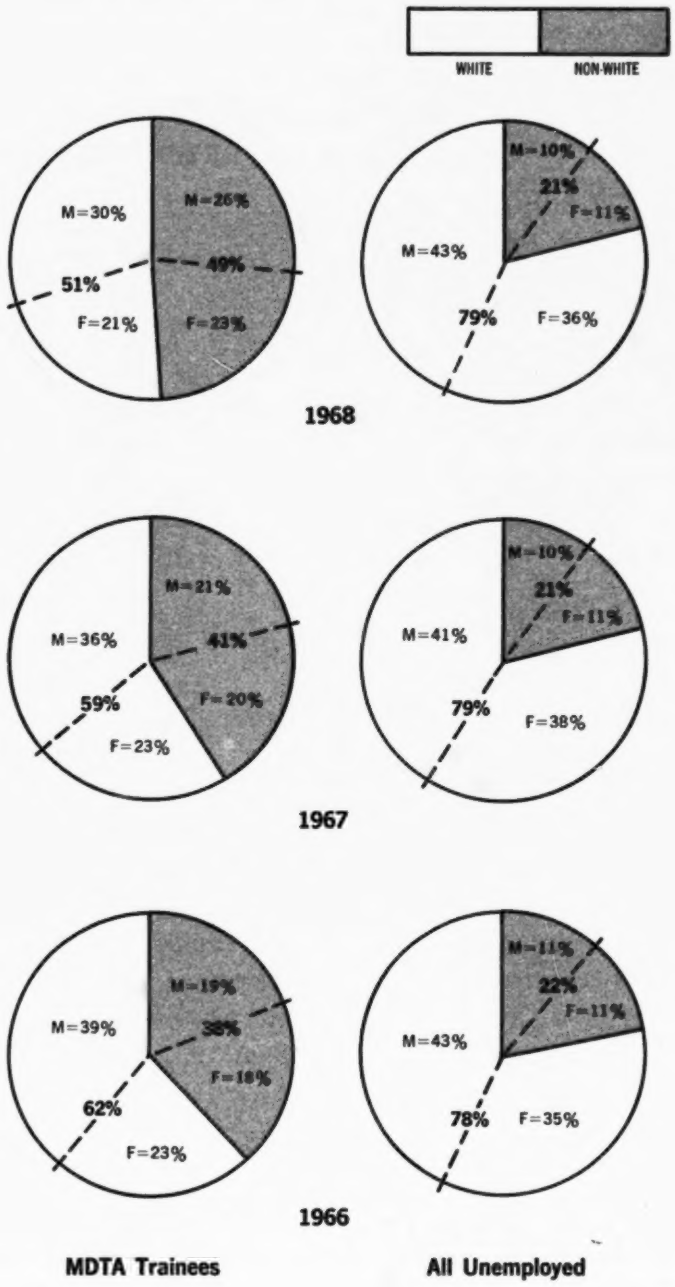
Table 2.—Percent of Manpower Trainees With Stated Characteristics Enrolled in Fiscal Years 1968 and 1967

	Institutional		On-the-job	
	1968	1967	1968	1967
Trainees enrolled	100	100	100	100
Dropouts from high school or grade school	60	58	50	45
Nonwhite	49	41	36	27
Unemployed	80	81	67	61
Underemployed	17	16	30	36
Public assistance recipient	13	12	5	3
Eligible for allowance	83	81	24	16
Unemployed 15 weeks or more	45	41	36	33

In both the institutional training and the OJT programs, a substantial proportion of the trainees were unemployed at the time of their enrollment. For both programs, the long-term unemployed made up a larger proportion of the trainees than they did of the whole labor force (chart IV). In 1968, for the first time since the beginning of the program, more than one-half—53 percent—of all the women enrolled in training were nonwhite.

The OJT program also succeeded during 1968 in enrolling more persons from among

Chart III.—NONWHITES IN MDTA INSTITUTIONAL TRAINING AND IN THE LABOR FORCE UNEMPLOYED



the disadvantaged than in previous years, though the levels were not so high as those in the institutional program. Fifty percent of the OJT enrollees had not completed high school, 5 percent more than the proportion of dropouts among the 1967 OJT enrollees. The proportion of nonwhite OJT trainees increased to 36 percent, up from the 27 percent of 1967. The number who were unemployed at the time of enrollment increased to 67 percent of the total, an increase of 6 points (table 2).

1968 Amendments—Blueprint for Progress

In October 1968, the Congress extended the authority for administering the manpower training program to June 1972. At the same time, with strong bipartisan support, it acted to strengthen institutional training, with particular attention to Manpower Training Skills Centers. In line with this directive, joint efforts are under way with the Department of Labor to insure that facilities are not duplicated by other programs such as the Concentrated Employment Program and the Work Incentive Program and that the Manpower Training Skills Centers receive full support and use as a major means of providing needed training and services. It has been agreed that every effort will be made to extend the principle of annual operations and funding for skills centers beyond the pilot efforts now going on in an attempt to minimize fluctuations of enrollment and staff, make existing services more flexible, and otherwise reduce administrative problems.

A 1968 amendment also gave considerable impetus to training in management, administration, and technical aspects of manpower programs. Two percent of the funds appropriated under the first three titles are to be available for inservice training. Steps are being taken to include this expanded training in the major inservice program undertaken in fiscal 1968, the Area Manpower Institutes for the Development of Staff (AMIDS) described in chapter III.

A number of the 1968 amendments relate to increasing State responsibility and authority for the manpower program. Within the framework of a State plan approved by the Secretary of Health, Education, and Welfare and the Secretary of Labor, State agencies may now approve projects up to 20 percent of their apportionment without further Federal approval. State decisions concerning projects to be funded from the remaining 80 percent of the apportionment are final unless representatives of either Secretary take specific action to disapprove a project within 30 days. Moreover, States now have more time to use the funds allotted to them. State funds allocated under the act but not used are not to be reallocated by the Secretaries until after the end of the third quarter of the fiscal year.

Federal funds are authorized under a new Title V of the act, which will permit the States, under an approved State plan, to supplement, coordinate, improve the effectiveness of, and correct imbalances in the services they provide under any Federal manpower or related program. Federal funds can cover 75 percent of the cost of such coordinated plans, with State funds meeting the remainder. This new provision, although unfunded at the time of this report, holds considerable promise for assisting the States to

Chart IV.—DURATION OF UNEMPLOYMENT OF 1968 LABOR FORCE UNEMPLOYED AND MDTA ENROLLEES

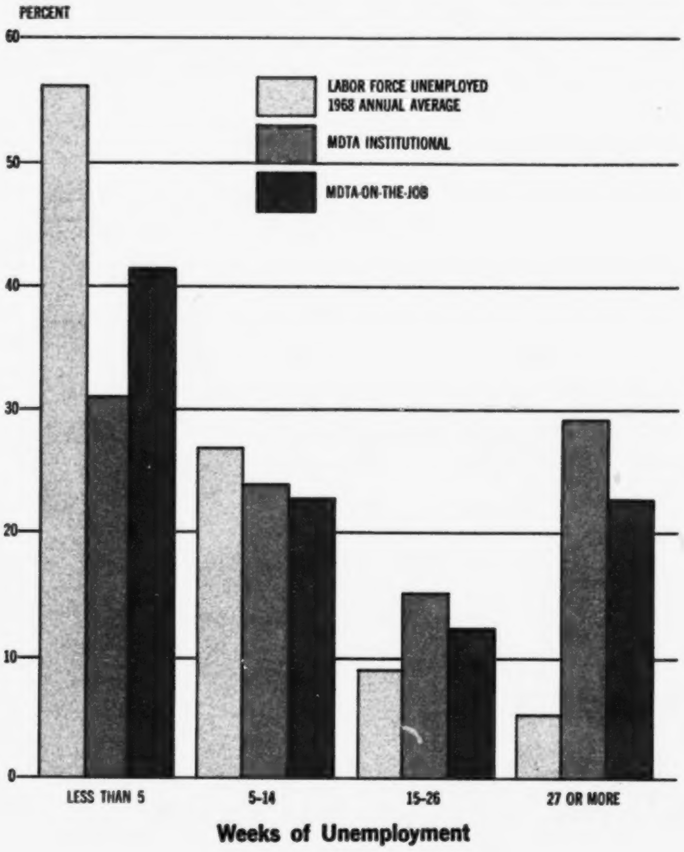
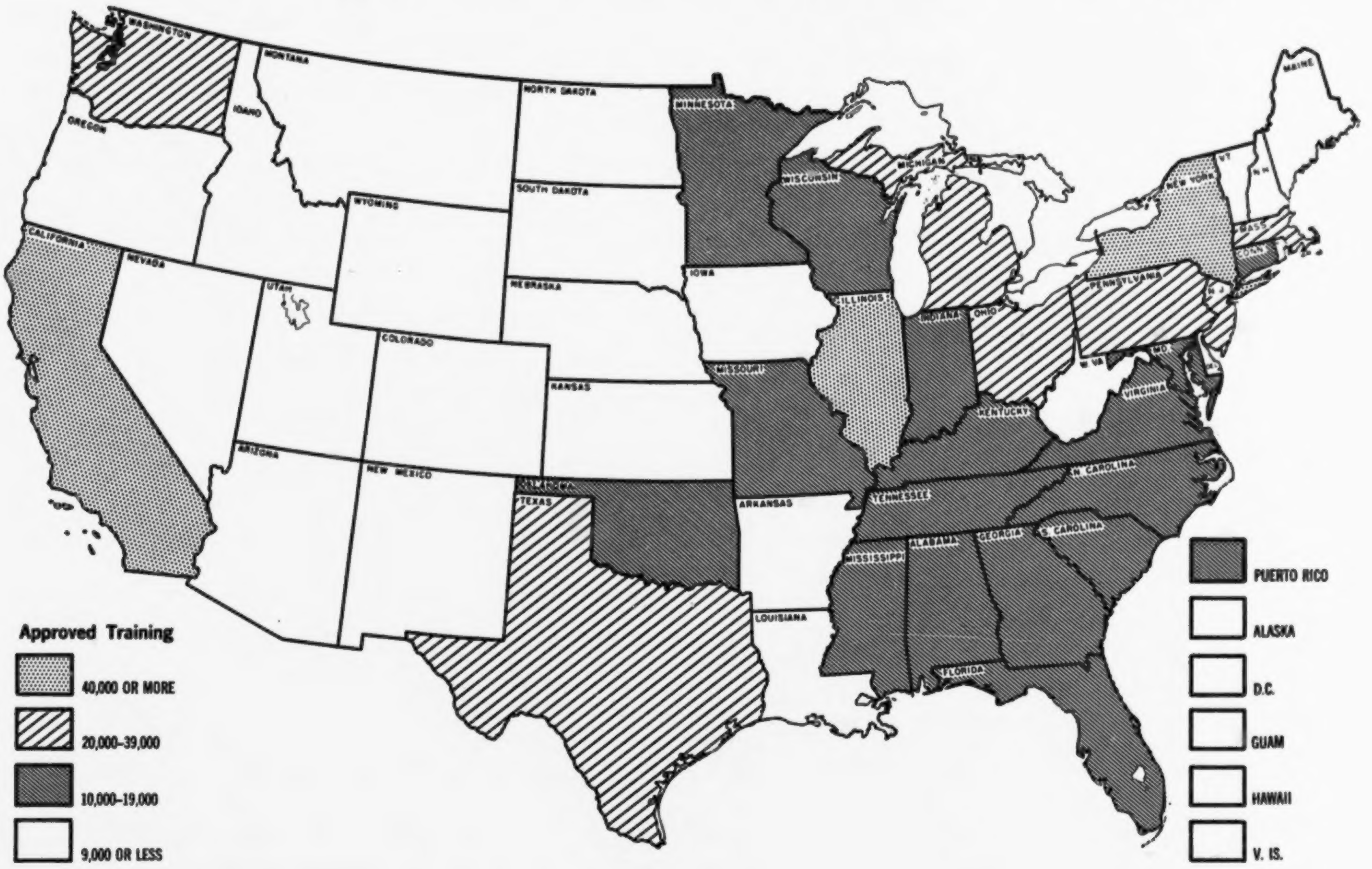


Chart V.—NUMBERS OF TRAINEES ENROLLED IN INSTITUTIONAL TRAINING—1963 through 1968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KANSAS
OKLAHOMA
TEXAS
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ARKANSAS
LOUISIANA
WISCONSIN
ILLINOIS
MICHIGAN
INDIANA
OHIO
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Approved Training
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20,000-39,000
10,000-19,000
9,000 OR LESS
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make maximum use of their resources for job training and related programs.

In order to give each State the base amount it needs for planning and programing, a minimum apportionment of $750,000 per State for manpower training has been established. The term "State" for purposes of the MDTA for the first time includes American Samoa and the Trust Territories of the Pacific Islands; Guam, the Virgin Islands, and American Samoa receive a base allocation of $100,000.

Other important changes were also effected by the 1968 amendments. Youth allowances are no longer limited to $20 per week but, like those for adults, are geared to the level of State unemployment compensation benefits. A new title IV authorizes a study of seasonal unemployment in the construction industry, which yearly affects large numbers of workers, are not less than 2 percent of the funds appropriated for titles I, II, and III is authorized for an expanded program of labor market information and job matching urgently needed in support of the Nation's training and retraining efforts.

Coordination of Manpower Planning

During its consideration of the 1968 amendments, the Congress expressed concern over the lack of a comprehensive manpower policy which would knit together the vast array of federally aided manpower programs. Administrative steps were taken, beginning in 1966, to avoid costly duplication of services and make the best use of scarce resources. The cooperative planning system set up at that time is now known as the Cooperative Area Manpower Planning System (CAMPS). It was formally recognized by Executive Order in 1968 as the mechanism for coordinating all Federal manpower programs. More than 30 Federal agencies now work together with State and local agencies in every State to improve the effectiveness of this coordinating and information-sharing system.

Some confusion exists in various States as to the role and authority of CAMPS committees. Some participants see CAMPS as primarily a coordination and information-sharing system. Others believe that CAMPS must also serve as a framework for funding all federally-financed manpower programs if the system is to be effective. They note, for example, that training programs under the Economic Opportunity Act and the Vocational Education Act participate voluntarily in CAMPS, while MDT staffs are specifically directed to participate, and funds under MDTA are released only when included in CAMPS.

As the States exercise more authority for project approval, the CAMPS system must be strengthened to have greater impact on training programs. The use of Federal funds has been authorized by the Congress in 1968 to facilitate development of CAMPS plans. With the authority granted in the 1968 Executive Order on CAMPS, the basic tools to improve the system now appear to exist.

MDTA Advisory Committees

The active participation of HEW in manpower advisory committees established at the national and regional levels, pursuant to the MDTA, has both furthered the purposes of the act and promoted the coordination of MDTA institutional training with the broad range of manpower programs and services. This participation is reflected in the activity of the Department in the National Manpower Advisory Committee and its two specialized subcommittees: the Subcommittee on Training and the Subcommittee on Research. The National Manpower Advisory Committee was appointed by the Secretary of Labor, pursuant to the act, to advise him relative to the carrying out of his duties under the act. By mutual agreement with the Secretary of Health, Education, and Welfare in 1962, the Committee also makes recommendations to him relative to the carrying out of his duties under the act. Membership on the National Committee and its subcommittees includes representatives of labor, management, education, training, agriculture, and the general public.

Also authorized under the act are the regional manpower advisory committees appointed by the Secretary of Labor in 1964 and 1965 and jointly announced by the Secretary of Labor and the Secretary of Health, Education, and Welfare. Currently, there are seven regional committees; their boundaries conform in most respects to the regional boundaries of the Manpower Administration. The regional committees are associate bodies of the National Manpower Advisory Committee, and their membership parallels that of the National Committee. The regional committees advise the Secretaries on courses of action pertaining to manpower policy, identify emerging manpower problems within their regions, and promote support for manpower programs.

The National Manpower Advisory Committee and the regional committees have broadened their areas of concern in the manpower field beyond the limits of manpower training. They also consider manpower problems in related programs under the Vocational Education Act of 1963 as amended; the Economic Opportunity Act of 1964 as amended; the Public Works and Economic Development Act of 1965; and the Model Cities Program under Title I of the Demonstration Cities and Metropolitan Development Act of 1966.

The Manpower Development and Training Act was amended in 1964 to authorize the establishment of State and community (local) committees as well as regional committees to aid in carrying out the purposes of the act. The State committees are usually appointed by the respective Governors with the mandate to help assess present economic trends and manpower needs in the State, promote cooperation from employers in hiring trainees, and in general to improve community understanding of manpower goals and concepts. State committees submit annual reports to the Governors of their respective States containing recommendations on State manpower problems. Community or local committees also perform supporting and interpreting functions in relation to their communities.

With the proliferation of manpower, occupational education, and poverty programs, the number of committees established to advise them has also grown. The Departments of Health, Education, and Welfare and of Labor are reviewing the functions of these committees to ascertain the amount of overlap and to see whether some committee functions or committees might be combined.

The 1968 amendments to the Vocational Education Act, requiring establishment of State vocational education advisory councils, have emphasized the importance of coordinating the work of these committees. Some States are already reexamining potential relationships of the required vocational advisory councils and the existing State manpower advisory committees, to provide for greater coordination and control of State manpower activities.

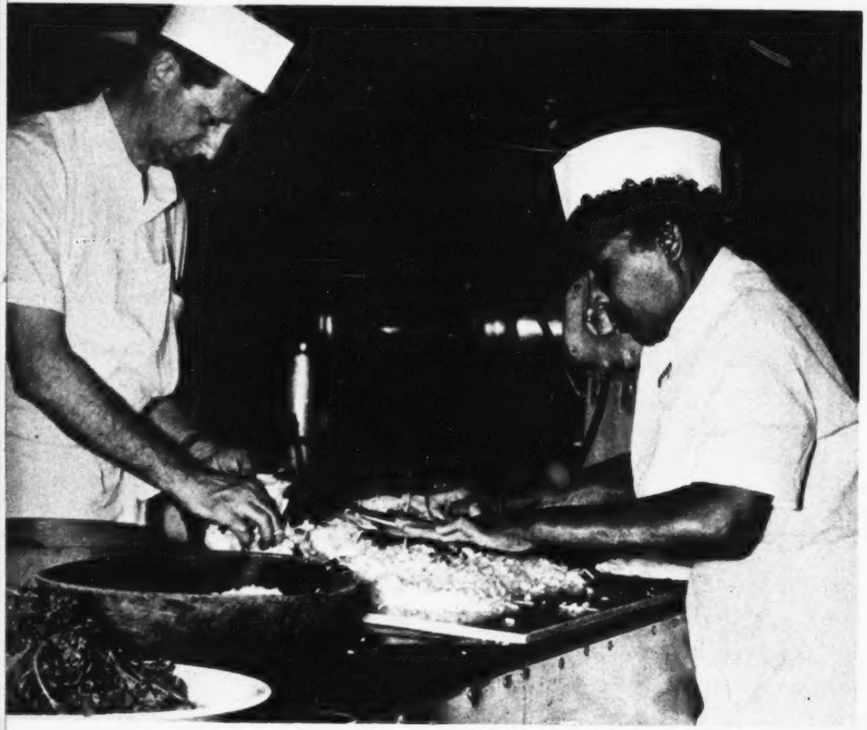
Summary

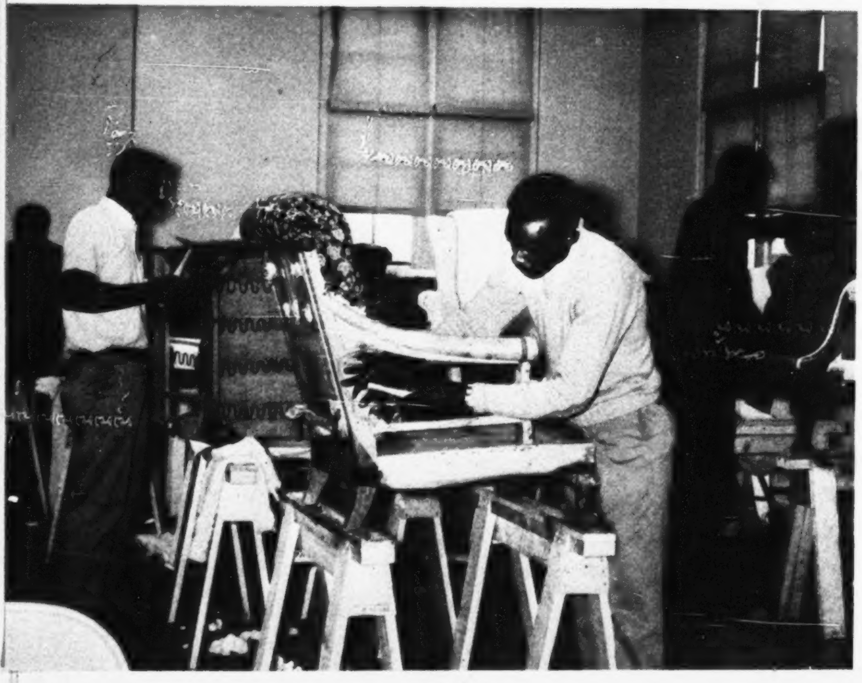
The 1968 amendments and the administrative activities thus far taken in support of them have opened up new avenues for improving the effectiveness of manpower training and also of more traditional training and education programs.

Manpower training skills centers, recognized as a major resource for training the unemployed and underemployed, are being strengthened through more adequate programing and financing. These centers offer great promise as a continuing institution for the speedy training of persons in need of employment or upgrading. They also constitute a potential communitywide resource to meet the growing long-term need for retraining and the development of new and more complex skills.

The mechanism for developing State plans and training programs is being strengthened, and decisions on programing and operation are increasingly initiated in the States. As a result, decisionmaking on project funding will be brought even closer to the point where the training is being done and the services supplied. Federal staffs, on the other hand, will be in a better position to exercise guidance in program direction, to monitor and evaluate programs and projects, and to provide technical assistance as required by the States.

A major area of concern for Federal staffs will continue to be the promotion of more effective cooperation and mutual assistance among training programs. The resources of the adult basic education program, for example, need to be more fully applied in manpower training. On the other hand, the dissemination of experience gained through the manpower training programs and the findings of research financed under the act offer great promise, not only for new manpower training projects but for such other training programs as adult basic education, vocational education, and regular secondary and elementary school programs.





LEARNING BY DOING:
New Jersey trainees prepare for a new job and better pay.

II.

institutional training programs

Institutional training under the Manpower Development and Training Act is operated largely through agreements between the Commissioner of Education and State vocational education agencies to carry out the provisions of section 231 of the act. Included in the State agreements are many types of manpower programs and training: regular institutional training programs, both single- and multi-occupations; coupled institutional/on-the-job training projects; special youth and older worker projects; part-time training; training in correctional institutions; training to support experimental and demonstration projects, except when funded under title I; training for residents of redevelopment areas; institutional training components of the Concentrated Employment, JOBS, and WIN programs; cooperative occupational training; individual referrals; and training using private schools.

Size of State Programs

In 1968, nearly 140,000 persons were first-time enrollees in institutional programs. The Federal obligation for fiscal 1968 was $217 million (which covered costs of programs continued from 1966 and 1967). Approximately one-third of this was for training. These Federal funds were increased by a 10-percent State matching contribution in cash or kind required by the act. Several State legislatures make special appropriations for manpower training; other States contribute equipment, facilities, counseling services, or many other forms of in-kind payment.

The enrollment and expenditure amounts for 1968 include 14,000 persons trained in Redevelopment Area Resident (RAR) projects, at a Federal cost of $22 million. Funds for RAR training are not apportioned to the States. These projects, financed under section 241 of the act, are a joint responsibility of the Department of Labor and the Department of Health, Education, and Welfare, in consultation with the Department of Commerce. Although final decisions on RAR projects are made at the Federal level, these projects are developed and supervised by the State agencies responsible for projects financed under section 231. RAR training is also discussed in chapter VI.

Each year 80 percent of the funds appropriated for training under the act is apportioned to the States for use in projects proposed by them. The remaining 20 percent is reserved for use by the Secretaries of HEW and of Labor to develop projects which supplement State programs. Such national projects may be developed to cover multiple-State activities, serve particular target populations, develop new teaching methods, experiment with new materials, or train people in new occupations. Such programs may be more effectively handled through a system of direct contracting by Federal departments than by the process of coordinating State proposals. Chapter V discusses these national training projects in more detail.

The Manpower Program and the Schools

The Nation's public school system cooperated promptly in 1962 in implementing the Manpower Development and Training Act. Projects were organized within the vocational schools, using school staffs and facilities, largely after the regular school hours. Most of the early projects were set up to teach a single occupation to groups of manpower trainees. Some of these single projects were run only once, others were repeated again and again to meet a continuing demand for the occupational skill.

Multioccupations Projects

The growth in size and diversity of the program by 1964 had led a number of schools to expand their single projects into multioccupations programs, which offered many advantages. The multioccupations project might enroll several hundred trainees during the year, thus spreading administrative costs and permitting the addition of counseling, basic and prevocational education, and job exploration. It could provide training in as many as 15 or 20 occupations, including prevocational education, and also permit trainees to sample a number of different types of work, thereby expanding their vocational choices. Some of these multioccupations projects were developed within the original training institution, using otherwise unoccupied space, and others were organized from the start in separate facilities of suitable size. By this means, many were able to offer training in the daylight hours.

Multioccupations projects may permit more continuity of administration than a single project and also may provide for a more adequate administrative and supporting staff. In some cases, also, they have been organized for greater flexibility of entry and completion dates, which makes the program more attractive to trainees and more satisfactory to potential employers.

By 1967, many multioccupations projects had evolved into a still more flexible and effective training arrangement, the skills center. Like multioccupations projects, the skills center groups together large numbers of people with varied needs for education and training in a range of occupations, which may include basic education and prevocational training. In addition, the skills center is oriented to meeting the often disparate needs of individuals within the group, many of whom are seriously disadvantaged and are thus unable, without additional help, to take full advantage of the training offered. The skills center attempts to diagnose the needs of the individual trainee and to provide the range of services that will help him benefit from training.

More effective basic education and improvement in communications skills, including bilingual programs, are suitably interwoven with skill training and counseling. Many centers provide highly individualized scheduling of training components, work orientation, and prevocational education. Some also provide supportive services, including medical and legal assistance and day care for the children of trainees, although resources for such services are far from adequate. The skills center program is discussed in detail in chapter IV.

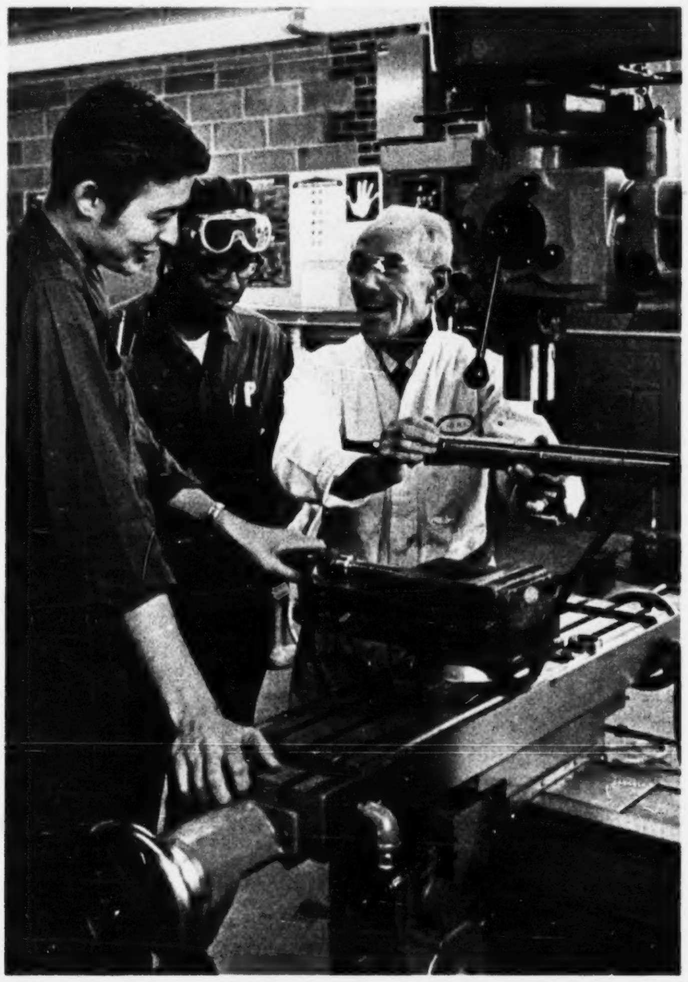
Part-time, Upgrading, and Youth Projects

Part-time projects were specifically authorized by a 1966 amendment to create "an experimental program for part-time training of persons, including employed persons, to meet skill shortages." These training projects usually operate from 6 to 18 hours per week to upgrade the occupational skills of employed individuals, and in some instances to provide basic education. Training for more than 8,300 trainees was provided in 77 part-time training courses in 1968. The State of Illinois made greatest use of this type of training, providing training for 2,130 persons.

Youth projects are organized to provide occupational training and basic education to youths over 16 and under 22 years of age who, because of inadequate educational background and work experience, are unable to get jobs. The emphasis on youth training was prompted by the high concentration of unemployment among young people, particularly young Negro men in the cities.

The 1968 amendments authorize payment of higher training allowances to young people 17 years of age and older, based on the average State unemployment compensation. The number of young people between 17 and 22 enrolled in manpower training cannot be equated with the number drawing training allowances. Some draw no allowances, and others, if they qualify, receive regular training allowances. In 1968, 53,400 young people were enrolled in manpower training, comprising 38 percent of total enrollment. Of these, 30,800 were male and 22,600 were female.

Public schools are responsible for much of MDTA training.



Individual Referrals

In some situations, it is not feasible to set up an entire class for a certain occupation. This occurs in sparsely populated areas, when there are special trainee needs, or in cases where limited demand for personnel trained in a particular occupation makes a full class impractical. When this occurs, trainees are referred individually to education and training programs in public or private facilities that meet prescribed standards. In 1968, some 7,400 trainees were individually referred.

Private Schools

The Manpower Development and Training Act requires use of private schools for manpower training where they can provide equipment or services not available in public institutions, or where, at comparable cost, they can offer equivalent training, make possible expanded use of individual referrals, or more quickly reduce unemployment and manpower shortages. They may train entire classes of trainees or individuals referred for that purpose. In 1968, 30,000 institutional trainees, or 22 percent of the total, were enrolled in private schools. Of these, all but 4,743 trainees were enrolled in class-size training projects operated by qualified private training institutions. Only six States and two territories reported no use of private schools under the State appropriations for manpower training in 1968.

Variety of Skills Taught

Through manpower training, people have been prepared for and placed in jobs of an

MDTA augments the nation's health manpower.

astonishing variety. Aircraft assemblers, bricklayers, chefs, dental laboratory technicians, draftsmen, electronic assemblers, dairy farmers, marine deck officers, mine machinery mechanics, salesmen, sewing machine repairmen, sheet metal workers, stenographers, and machine tool operators have all been trained in manpower programs, and these are but a small sample of the entire list. The numerous skills taught by the manpower programs may be classified in nine major groups, including a miscellaneous classification under headings that correspond to those of the *Dictionary of Occupational Titles*. See appendix tables C 1 and C 2.

In 1968, three of the nine major occupational groups each accounted for about one-fifth of the trainees—clerical and sales (20 percent), machine occupations (22 percent), and structural occupations (18 percent). Most of the remaining trainees were prepared for professional, technical, and managerial work or for service occupations; each of these two categories enrolled 15 percent of the trainees. The distribution of trainees by occupation is little changed from 1967. The principal change was an increase of 3 percent in the professional group, reflecting the added emphasis on professional nurse refresher courses. Persons who needed only basic education or prevocational training in order to find employment are not represented in these figures.

In each of these major occupational groups, the manpower training program emphasized particular skills which are in heavy demand and offer good wages, chance for advancement, or status in the community. For example, about three out of five of the trainees in clerical and sales occupations in 1968 were in stenography, typing, filing, and related work. Almost two-fifths of this group were enrolled in stenographer or secretarial training programs.

Trainees in machine trade occupations were divided about equally between those learning to operate automatic screw machines, milling machines, shapers, grinders, and the like (48 percent), and those training for jobs as mechanics and machinery repairmen (46 percent), most of them auto mechanics and repairmen. The remainder were preparing for occupations in such fields as paperworking, wood—machining, and machine operation.

Of the trainees learning various structural work occupations, four out of five were in metal fabricating and the rest in the construction trades and other related occupations. More than half the trainees in the metal fabrication group were in welding and related skills. About 70 percent of the trainees in the subgroup of mechanics and machinery repairmen were learning to be autobody repairmen.

The service occupations include household employment, food preparation and service, and a number of paramedical occupations, plus a fairly broad range of such special occupations as laundry or drycleaning worker, where the wage paid is $1.60 or above. The paramedical occupations group included jobs as hospital attendants, licensed practical nurses, and surgical technicians, and also an increasing number of newly-identified subprofessional jobs. Nearly half of all manpower trainees in the service occupations group in 1968 were preparing for health occupations, mostly in hospitals. Almost one-third were in food preparation and service; more than half of these were training to be cooks.

During 1968, the number of trainees in the professional, technical, and managerial group increased slightly. Part of the increase resulted from the large enrollment (25 percent of the total) in the health occupations, where a continuing manpower shortage exists. More than three-fourths of the trainees enrolled in the professional, technical, and managerial occupations were enrolled in health occupations, primarily in licensed practical nurse training and refresher programs for registered nurses. Another large subgroup in this category was enrolled in drafting programs. See appendix tables C-1 to C-5 for greater detail.

The other four categories of occupations, including miscellaneous, accounted for less than 9 percent of all institutional trainees in 1968.

Basic Education

About 16 million persons between the ages of 18 and 64 do not read, write, and compute well enough to compete successfully in today's job market. While most of these are working, their jobs are often poorly paid, seasonal, or temporary. Usually they cannot climb the job ladder without additional schooling and when they lose a job it is difficult to get another. Each year it is harder for people at low levels of literacy to find jobs.

Basic education has become an essential component of all institutional manpower training programs. Projects developed by public schools and other organizations—business and industry, unions, associations, private schools, and other agencies—now include remedial or refresher courses in basic education. For training purposes, manpower basic education is defined as intensive elementary education, offered in the general area of arithmetic, reading, writing, and related language skills, which will improve a trainee's education achievement level enough to enable him to become employed, either with or without occupational or other training, depending upon his interest and abilities. Basic education is distinguished from advanced work, such as secondary school subjects, and from training in basic work skills.

Manpower basic education is offered either alone or simultaneously with the areas listed below and other activities in an effort to accelerate trainee adaptation to skill training:

- **Language and communications skills**—Aid the trainee in developing communications skills needed on the job and in his daily relations with his peers and the community.
- **Occupational computation skills**—Aid the trainee in developing mathematics skills needed on the job.
- **Work orientation and adjustment**—Help each trainee to become aware of what he should be able to do on a job, the requirements of his employer and his fellow workers, and what is expected of him in the world of work.
- Other activities as required.

Some trainees may be assigned to all of these areas for several weeks before they select their occupational skills. Frequently, even after the trainee enters skill training, he will continue in basic education classes for the amount of time he needs. Basic education is prescribed for each trainee at his own level of need, through eighth grade. Recently broadened volunteer tutoring services also offer the trainee preparation for high school equivalency certification, which will enable him to advance more quickly in employment and possibly to continue his education.

Basic education is organized to give as much individualized instruction as possible. Effective methods include: providing over-the-shoulder instruction; pairing trainees, when advisable, with one playing the role of tutor; providing selected learning activities for small groups;

using games, role-playing and other organized activities as techniques to stimulate desired action; planning with the occupational instructor to mesh and coordinate job training and basic education classroom instruction; and working with curriculum specialists, teachers, and students to prepare or adapt reading materials for use with trainees with limited ability at various reading levels.

During 1968, all of these combinations were stressed to help trainees acquire the necessary basic education skills. Since the data system provides only *combined* data for basic education, prevocational training, job orientation, and employability skills training when conducted separately from skill training, data are not available for each separate subcategory. The proportion of trainees in these separately identified institutional programs rose from 22 to 27 percent between 1966 and 1968. Among those reported in basic education in 1968, 44 percent were youth 21 or younger (19 percent were younger than 19), and 60 percent were nonwhite.

The trainees assigned to MDT basic education classes represent a wide range of educational attainments and aptitudes, which are often loosely defined. Some of the trainees are unable to read or write; a much larger proportion read and write, but may function well below the level of the last school grade completed. Of the trainees enrolled during 1967 and 1968 in basic education, 73 percent said they had left high school before completion. A few trainees, who were recorded as having finished high school, were found to be functioning at a third-grade level. This condition is common in adult education, whatever the setting. What is unusual about manpower training is the range and variation in individual abilities plus the success of the program in removing barriers to occupational training.

Many programs, particularly skills centers, have a number of students who, while they may be articulate or even literate in their own language, do not handle English well enough to learn new occupational skills in this country or use the skills they already have. Therefore, a number of programs have been developed to offer English as a second language. Most are designed for Spanish-speaking persons or Indians. In California and New York, special programs have also been given for Chinese im-

LANGUAGE LABORATORY: Using programed tapes and materials, each trainee works at his own pace.

migrants. In general, English language instruction is limited to that needed for a given occupation or group of occupations. When appropriate materials do not exist, tailor-made materials have been developed by the bilingual teacher or coordinator writer. Spanish language newspapers, adult editions of simplified news sheets, and occupationally oriented articles and stories are used. Spanish-speaking trainees sometimes furnish taped verbal accounts of experiences. When translated, edited, and put into form usable in a classroom, these materials have proved more effective than more traditional textbooks in motivating other trainees to improve their language skills.

Reports indicate that some trainees assimilate the basic education materials readily and complete two or three grade levels within a year. More frequently, trainees move ahead rapidly in reading skills but more slowly in mathematics, or vice versa, and it is difficult to generalize about advancement in achievement levels. Though several skills centers report considerable testing, results are varied. Some students perform well in class or shop but do not respond well to the pressure of a test. Different measurements are being developed to assess the performance of such trainees.

Counseling

In manpower training generally, counseling plays an integral part in the adjustment to training and employment. The responsibility of occupational instructors generally includes attitudinal training and familiarization with the requirements of the job. Once the trainee learns that his instructor is concerned with him as a person, he is likely to ask the instructor for help in solving personal problems.

As the program has grown and the proportion of hard-to-place persons has increased, the need for counseling has grown more urgent. Full-time counselor positions are more and more frequently included in proposals for funding, and most of the larger projects currently include at least a small trained counseling staff. These counselors consult with instructional and supportive staff to insure that trainee needs are promptly brought to the surface and dealt with, to avoid blocking progress in training. Counselors are available to trainees throughout the training day, and many are willing to schedule afterhours meetings with trainees or with persons who can provide needed services.

Good work habits improve job success.

The State employment service carries a statutory responsibility for job counseling, and in all employment service offices counselors are made available to work with manpower trainees. Employment service staff, including counselors, job developers, followup personnel, etc., are stationed at a number of training sites. These add substantially to the guidance and counseling resources available to trainees. Both the education and the ES staff have developed working relationships and techniques which aid in the identification of trainee problems and the assignment of adequate counseling or other resources to deal with them.

Although the guidance and counseling functions of the two agencies are distinctly different, the two staffs have developed good mutual working relationships in most localities, and they cooperate to strengthen the services available to the trainee. This kind of cooperation has been effective in stretching resources, but the total number of counselors available is still far from meeting the needs observed among trainees.

Counselors are usually responsible for the orientation program, which may involve a tour of the training facilities, additional testing to determine the achievement levels and aptitudes of the trainees, and personal interviews. The counselor assists the trainee in finding transportation to and from the center and may help the trainees to get the services—medical, day care, etc.—they need to stay in training. Some counselors have been able to make special arrangements with various community agencies so that the problems of manpower trainees receive quick attention.

Where possible, the counselors make direct contact with each agency in the presence of the trainee and set up an appointment.

Effective counselors have varied backgrounds—school, industry, social work, and other agencies. It is the ability to relate to trainees and be sensitive to their needs and motivations that makes the difference between a good counselor and an ordinary one. But manpower trainees, even more than most people, need an action-oriented counselor who knows where and how to get help. These are at a premium everywhere. Designation of counselors as key personnel who may be placed on annual contracts will help considerably to provide more job security. Inservice training provided through regional centers, such as the Area Manpower Institutes for Development of Staff (AMIDS), will broaden the experience and capabilities of counseling personnel.

Supportive Services

Many manpower trainees are hampered in their efforts to qualify for jobs by illness, the need for glasses or hearing aids, inability to get day-care services for small children during training hours, the emergence of legal or family problems, or some other matter which is beyond the ability of the trainee to handle unaided.

Some of these problems are long standing, others are of an emergency nature. In either case, the cause may be that the community lacks the services needed by the trainee, that he does not know what to look for, or that he is unable to find his way through the network of agencies offering the service. When such problems come to the attention of any project staff member, an attempt is made to help the trainees get the services they need. Unfortunately in many communities, particularly the smaller ones, resources are seldom adequate to provide all the services needed and requested. The Cooperative Area Manpower Planning System (CAMPS) has been an important mechanism for helping manpower personnel to make scarce community resources available to trainees.

A beginning was made in providing much-needed minor medical aid in 1968 as the vocational rehabilitation agencies began providing up to $100 per trainee for eyeglasses, dental care, preemployment medical examinations, and inoculations as required by the employer. Where trainees have a physical or mental disability which is a substantial handicap to employment, the agency designates them as clients and provides all necessary services, including psychiatric care. VR services are also available to manpower trainees under national MDTA contracts, such as Opportunity Industrialization Centers, described in chapter V.

For many trainees, it is almost impossible to find day care for children. Many of the day-care services provided free or charging only nominal fees have long waiting lists; others are likely to be too expensive for manpower trainees. Thus, many who do not have relatives or neighbors to take care of their children cannot complete training.

Most manpower trainees have had only unpleasant experiences with legal and law enforcement authorities. Often they do not understand the actions being taken, and their experiences do not encourage them to ask questions. Many are involved in license revocations, marital and child support cases, conditional sales contracts, leases, or loans, and find themselves with court records which become barriers to employability. Legal aid services are available in some communities, although most skills centers report that it is "very limited."

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III.

staff recruitment and training

MDTA instructor provides over-the-shoulder help.

Manpower instructors are occupationally competent and highly motivated educators, although most are hired on a temporary or emergency basis, from a wide variety of sources. About 8,000 instructors are involved in teaching manpower institutional or coupled on-the-job training programs. More than three out of four of these are skill instructors; the others are engaged in teaching basic education and prevocational studies.

Needed replacements have been found without excessive difficulty. However, from the very beginning, some competent staff have been lost because of delays in funding after the project was approved, or because approval came so late that the instructor made other plans or chose to take a job with more security. Recently these drains on the program have grown more serious, and have become more difficult to compensate for. As greater effectiveness in State planning and programing is realized, some of these problems may be resolved. This chapter describes problems of recruitment and retention, the factors leading to staff losses, the efforts being made to improve staff training and retention, and other methods of dealing with staffing and training problems.

Recruitment of Staff

Manpower instructors are recruited from many sources—business, industry, occupational advisory committees, unions, professional organizations, and public school systems, as well as private schools. College and university placement offices and employment service personnel have also recommended a number of instructors.

Generally the hiring process, while meeting State requirements, is informal. The project director approaches plant supervisors or personnel officers for information or suggestions about candidates. Industry may also lend a top foreman for the duration of a project. Under such circumstances, employers are likely to be interested in hiring the trainees, since they know that course content and methods will be relevant to their practices.

Manpower staffs usually come from the following groups: experienced employees from industry who find personal satisfaction in teaching not present in other jobs; persons retired from industry or teaching; young college graduates without teacher training who respond to the challenge of working with the disadvantaged or who find that manpower teaching experience offers a way into the teaching profession at more than entry salaries; and former schoolteachers who like the flexibility and opportunity for individual responsibility of manpower programs. Manpower education counselors come from the school systems, business and industry, or other Government agencies.

Manpower instructors are generally employed 40 hours per week and prepare for class on their own time. Staff meetings and inservice training programs are usually held outside of class time. Instructors also often stay after hours to tutor those who need extra help or to offer guidance in areas which seem to be blocking training. This work is very close to that which in skills centers and some other large multioccupations projects is handled by counselors. But many single and multioccupations projects are unable to find counselors for their staffs, and trainees must therefore take their problems to any available source of help. Individual instructors vary a good deal in their ability to relate to trainees (as well as in the time they can make available), but where they are perceptive and resourceful they can do much to smooth the path of the trainee.

Turnover

Although administrators report recruiting successes, they also indicate difficulties in personnel retention. In 1968, project directors in several States found it necessary to advertise or to make extensive searches for qualified staff because a prolonged delay in project funding—in some cases 4 to 5 months—caused significant losses of people from the program.

Some turnover in personnel is inherent in the design of the program, which is intended to provide the flexibility needed to meet local conditions. Some staff members say that teaching in the program offers too little security. The lack of fringe benefits such as sick and annual leave or hospitalization insurance also helps to increase turnover. Although these are allowable costs, many projects as written fail to include funds to cover them.

In some States, the program has been able to attract staff by paying slightly higher wages. In other areas, manpower training salaries are figured on the hourly wage scale of a part-time teacher, which provides a smaller differential.

Public schools have also found the manpower program a prime recruiting ground for instructors, counselors, and administrators. These persons bring to the public schools their unique experience gained in working with disadvantaged persons. For example, New Jersey reports that skills centers serve as an excellent developing and proving ground for teachers and administrators. At the centers, the report continues, these people gain a unique understanding of the problems of underprivileged and underachieving students, and develop effective methods of helping them; they also gain experience in working with other agencies.

Fortunately, the insecurity of manpower training jobs is offset for many instructors by the commitment they feel—a special satisfaction and individual responsibility which offers a challenge missing from regular school programs or their industrial jobs. The annualization of skills centers programs should provide some measure of job security for key personnel. Increasing State responsibility for determining local priorities may help to lessen delays affecting teacher recruitment and retention.

Staff Training

While manpower instructors are generally expert in their teaching fields, they need and request assistance in working with the disadvantaged and understanding their unique characteristics, their learning problems, and their motivations. Some also need training in teaching methods and the use of audiovisual and other instructional materials to speed student progress.

In recognition of this need, Congress has authorized the Secretaries of Labor and of HEW to prepare persons for work in manpower programs. A 1968 amendment to the act authorizes training and technical assistance expenditures amounting to 2 percent of funds appropriated under the first three titles of the act. The legislative history suggests that not only Federal but also State agencies and other public and private agencies and private industry have an expanding need for manpower specialists.

To meet this need and to provide sensitivity training not available in the traditional teacher training programs, the Office of Education in 1968 and 1969 established pilot manpower training programs in various areas of the country. Known as "Area Manpower Institutes for Development of Staff" (AMIDS), these institutes are located in Detroit, Mich., Los Angeles, Calif., the District of Columbia, Montgomery, Ala., and Oklahoma City, Okla.

Each institute has a year-round staff which conducts 2-week training sessions for instructors, administrators, supervisors, and counselors in manpower programs. This staff conducts training seminars and provides individual service in response to State requests for special assistance. Major emphasis is on the study of the disadvantaged. Through panel discussions and other approaches, participants study the economics, culture, values, mobility patterns, family relations, education, and skill levels of manpower trainees.

At the same time, the AMIDS staff sensitizes the participants to the various aspects of the environment which the disadvantaged person must cope with, adjust to, or understand. For example, through taking the general intelligence and value tests, participants gain insight into trainee reactions to various tools of measurement frequently applied to them. Through role-playing—acting out typical trainee-instructor-counselor relationships—participants also come to understand more about how trainees feel under certain kinds of stress.

Manpower personnel also need to understand and identify the various kinds of problems—personal, medical, etc.—that block progress in training. More important, the manpower staff need to know where and how to refer trainees to other community resources for the help they need. Thus, AMIDS emphasizes the development of resource references for personal counseling, occupational exposure, guidance, and necessary supportive services, especially in health, family life, and social development.

Experience shows that manpower trainees may not respond to traditional methods of teaching, based on the assumption that reading provides the best, or even the major, source of information. Instead, manpower trainees may need to see, touch, and hear about the subject, just as they need to see and feel evidence of progress.

To improve teaching techniques, participants learn how to broaden and revise their teaching methods. They examine materials used in basic education, including nonverbal and verbal tests, to determine the trainee's operating achievement level. They learn new methods of handling groups with varying achievement levels. Instructors and supervisors also learn various ways of integrating basic education with prevocational studies and with occupational training programs.

Many different teaching methods are employed, including: panel discussions, critiques, symposiums, working with master teachers, team teaching, audio and video playback, and individualized, computer-assisted instruction.

Emphasis is placed on how to develop course materials, how to find and adapt available materials to meet the needs of manpower trainees within the available training time. Instructors learn how to identify entry-level skills; develop relationships with employers, unions, and employees; make job analyses; plan sequences of instruction; identify teachable materials; and assess the value of tests, including where and when they should not be applied.

Study and discussion of the various manpower programs, along with a survey of Congressional opinion and intent concerning them, help manpower personnel place their own roles in perspective. Methods of interpreting manpower programs and needs to the community are discussed. Representatives of different agencies describe their programs and discuss interagency relationships, including the coordinating mechanism, CAMPS. The AMIDS workshops also provide a forum for manpower instructors and other staff to share their own special interests and problems and to profit from experiences of manpower personnel in other States.

AMIDS has assembled a staff with extensive experience in teaching disadvantaged persons. Each institute maintains strong relationships with one or more skills centers to keep in close touch with operating programs and the kinds of problems which arise. These relationships provide first-hand exposure for staff training and help to assure an individual approach to manpower trainees.

To provide guidance on policy and administrative matters, an area advisory council has been appointed to serve each AMIDS. Membership includes the official in each State department of education responsible for manpower training programs. The State representatives nominate all participants from their respective States. AMIDS may also enroll a limited number of persons such as counselors and instructors from public schools, and personnel from business and industry and various State and local agencies who have been nominated by the State official. Thus, participants benefit from experiences and viewpoints of persons in many kinds of programs.

Each AMIDS operates some conferences for supervisory and administrative personnel which deal with the problems of the disadvantaged. These sessions also cover administrative matters, regulatory changes, and related information.

During a part of each year, AMIDS conducts a series of satellite workshops throughout the area served. The institutes can use such varied sites as a skills center serving a rural area or an inner-city ghetto, a center serving predominantly an American Indian or Mexican-American population, or a unique residential training program. Thus, both AMIDS staff and workshop participants can broaden their experience and increase their understanding of the characteristics and problems of manpower trainees.

Plans call for AMIDS staff to take training services to individual projects. Thus, participants have opportunities for individual consultation after they return to their own classrooms and start to initiate some of the practices learned during the AMIDS sessions.

The institutes should provide a reinforcement to State and local inservice training programs. While most States have had inservice training programs for manpower personnel, many have had to rely on traditional vocational education programs, which do not always meet their needs. Manpower training is generally more intensive and for more specific purposes than traditional vocational education, and the trainees who have not succeeded in regular school programs are often more difficult to teach.

AMIDS administrators hope to promote the interaction between occupational and basic education instructors to achieve mutual development of curriculum and materials. Traditionally, those teaching basic education courses in the regular school programs do not relate the three R's to occupational training. In the intensive manpower program, the trainee has a strong work objective. He is more interested in learning to read and to compute, because he may need these skills on the job. The institutes have been able to help instructors to work together in finding and developing instructional materials, and also to provide an interchange of information with the staffs of projects which have made progress in occupationally related basic education.

By facilitating communication among projects within the State and across State lines, AMIDS improves communications between instructors working within the same occupational cluster and between supervisory staff throughout the region. By participating in work groups with guidance counselors and personnel from other agencies, participants also get a larger view of the kinds of services and assistance they can obtain for trainees.

To assess the effectiveness of the AMIDS programs, the institutes conduct continuous programs of operational review. Feedback from participants and their supervisors helps the staff to revise and reorganize training programs as necessary to assure that AMIDS is meeting on-going needs. An operational review now in progress will provide an overview of the training programs in the five centers in operation.

Curriculum Materials and Development

Although the manpower training program offers occupational training programs similar to those offered by some vocational schools, instructors must plan courses for more intensive training periods. Manpower instructors also find that

CAREER ADVANCEMENT: MDTA offers training for jobs with opportunities for promotion.

many changes are needed to revamp public school material to make it suitable for disadvantaged adults with poor reading and computational skills, most of whom are school dropouts.

As the institutional manpower program has been able to train more of its instructors and supervisors, some new and unique teaching methods and materials have been developed. Other useful techniques, such as open-entry/open-ended courses and more flexible scheduling, have been used to train adults with various educational backgrounds who need better employability skills, as well as occupational training, to obtain a job. Many of these innovations have found their way into public school programs.

In New York, manpower personnel developed a "primer" for occupational instructors which has been adopted by city schools for industrial arts and vocational teachers. Another publication developed was "Planning Models for Counselors Doing Group Work." Approximately 25 themes, such as "controlling anger" and "dealing with frustration," were selected as models for group counseling sessions. First developed and tested by manpower counselors, they were duplicated for use by public school counselors throughout the State.

In Detroit, regular high school counselors spent summer sessions at the McNamara Manpower Training Skills Center to get acquainted with the manpower counselors, the trainees, and the methods of instruction and counseling at the center. These counselors reported findings back to public schools. As key people, they assist other school counselors in relating to disadvantaged students.

Some public schools have also adopted some of the flexible scheduling worked out in manpower projects. Pennsylvania reports that regular day schools are reducing the time required to teach skills in auto mechanics and welding (inert gas). Nevada rescheduled adult courses to provide for a concentrated program. In California and Washington, community colleges affiliated with manpower projects operating 30 to 40 hours a week have now revised much of their regular vocational curriculum, thus allowing non-MDT students the opportunity to complete occupational objectives in a shorter time.

In New York, basic education units of instruction relating to a variety of occupations were developed by skills centers. In these units, English is taught as a second language and the ITA (Initial Teaching Alphabet), a system of teaching reading that was developed by Pittman in England, is used. These units were provided the State Bureau of Community Education for use in adult education centers.

Although the manpower training program uses a number of materials proven successful in public school curriculums as well, there is still an urgent need to identify and to develop basic education materials closely tied to occupational training; guides and materials for teaching occupational orientation and work attitudes; programed learning materials for adults with inadequate educational backgrounds, and curriculum guides for new and emerging occupations. Materials are also needed to help local administrators and instructors identify and develop resources providing supportive services to trainees.

The manpower training program emphasizes the importance of developing curriculum materials for entry-level training which will reflect the needs of employers, as well as fit the needs of trainees with a wide range of educational achievement. Administrators and instructors are encouraged to revise and adapt existing occupational materials themselves, since only limited funds are available for developing such materials. Where they cannot be adapted, the U.S. Office of Education contracts for the development of new ones.

However, a number of new and emerging occupations exist for which course guides are not yet available. As entry-level positions with opportunities for advancement are identified in such new occupations, training course guides are developed.

For example, 32 such occupations for technicians and aides have been identified in the field of oceanography. Five of these were selected for pilot programs to train participants for entry-level employment in nonprofessional marine science occupations. Identified as occupations with potential job slots provided by specific employers, the five training programs are for: surface mechanic, electrical equipment operator, sampler, underwater mechanic, and underwater welder.

Micromechanics offers new opportunities to disadvantaged trainees. A series of course guides is now being developed for use in training programs for the construction, repair, replacement and maintenance of microprecision instruments, cameras, and watches.

The assembly and use of flat cable, permitting miniaturization of circuits to save space and weight in rockets and missiles as well as in other industrial applications, has opened a new field of design and production. A program to train workers in the production of flat cable is briefly described in chapter VI. A course guide offering relatively short-term training in entry-level skills is being developed to assist administrators and training personnel to qualify disadvantaged persons for employment. Each of the entry-level jobs is built into a skill ladder which provides for career advancement.

Personnel qualified to manage and maintain modern low-rent public housing is critically short. The large numbers of low-income families now concentrated in large public housing units can intensify and compound neighborhood problems which produce urban crisis. Management and maintenance of public housing now require staff training in developing the insight, attitudes, and knowledge necessary to cope with the biggest challenge in public housing, the concept of management-tenant relations. To meet this need, the Office of Education is cooperating with the Department of Housing and Urban Development to produce course guides for the training of personnel in low-rent public housing and instructors in programs for housing management and maintenance training, to assure that staff in each particular job category understand and implement current policies aimed at involving the disadvantaged.

To meet a nationwide need for trained zookeepers, a curriculum guide has been prepared for zoo administrators to plan and develop training programs. A guide for basic instruction of roving recreation leaders will assist the staff responsible for developing and supervising recreation programs. As a step to upgrade the skills and status of household workers, a guide is being prepared for use in a nationwide training project for household workers. The purpose of the project is to raise the performance standards and hence the income of those engaged in household service occupations.

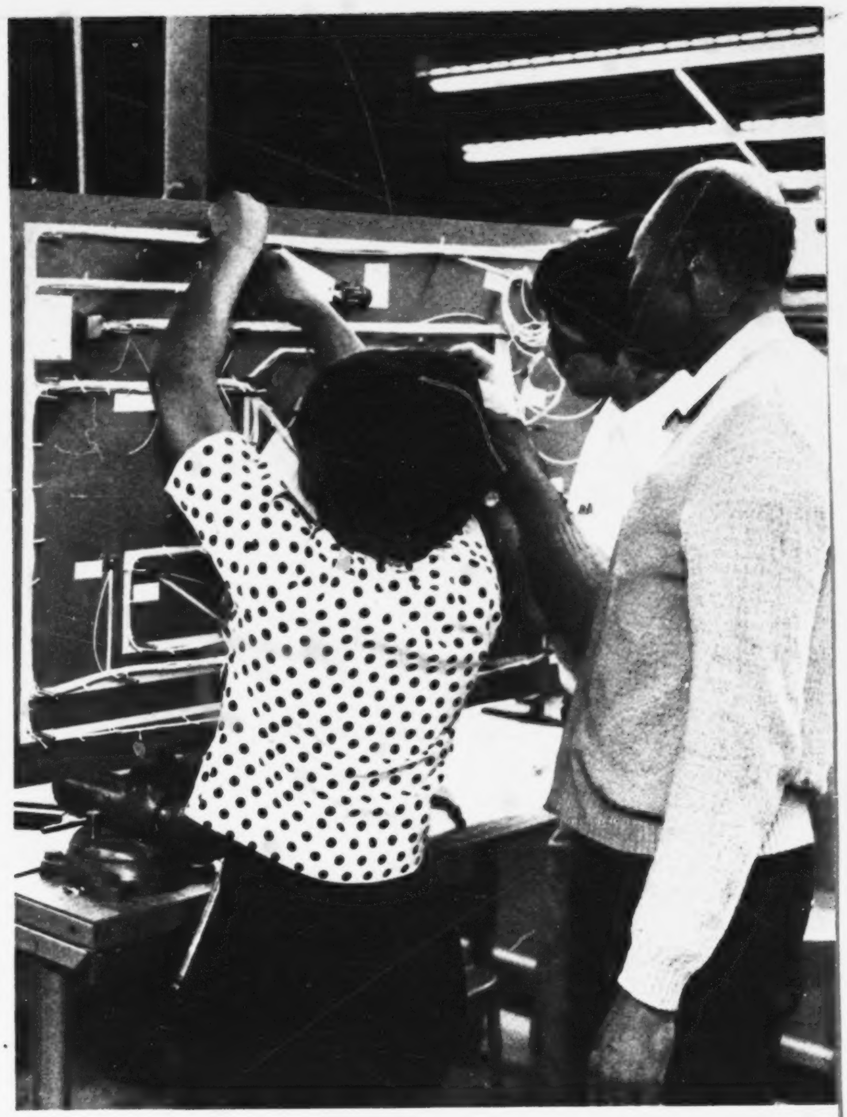
New guides are also available for the following skills: vending machine repairman, automotive service station attendant, small engine repair, refrigeration mechanic, electronic assembler, draftsman (entry level), and auto body repairman.

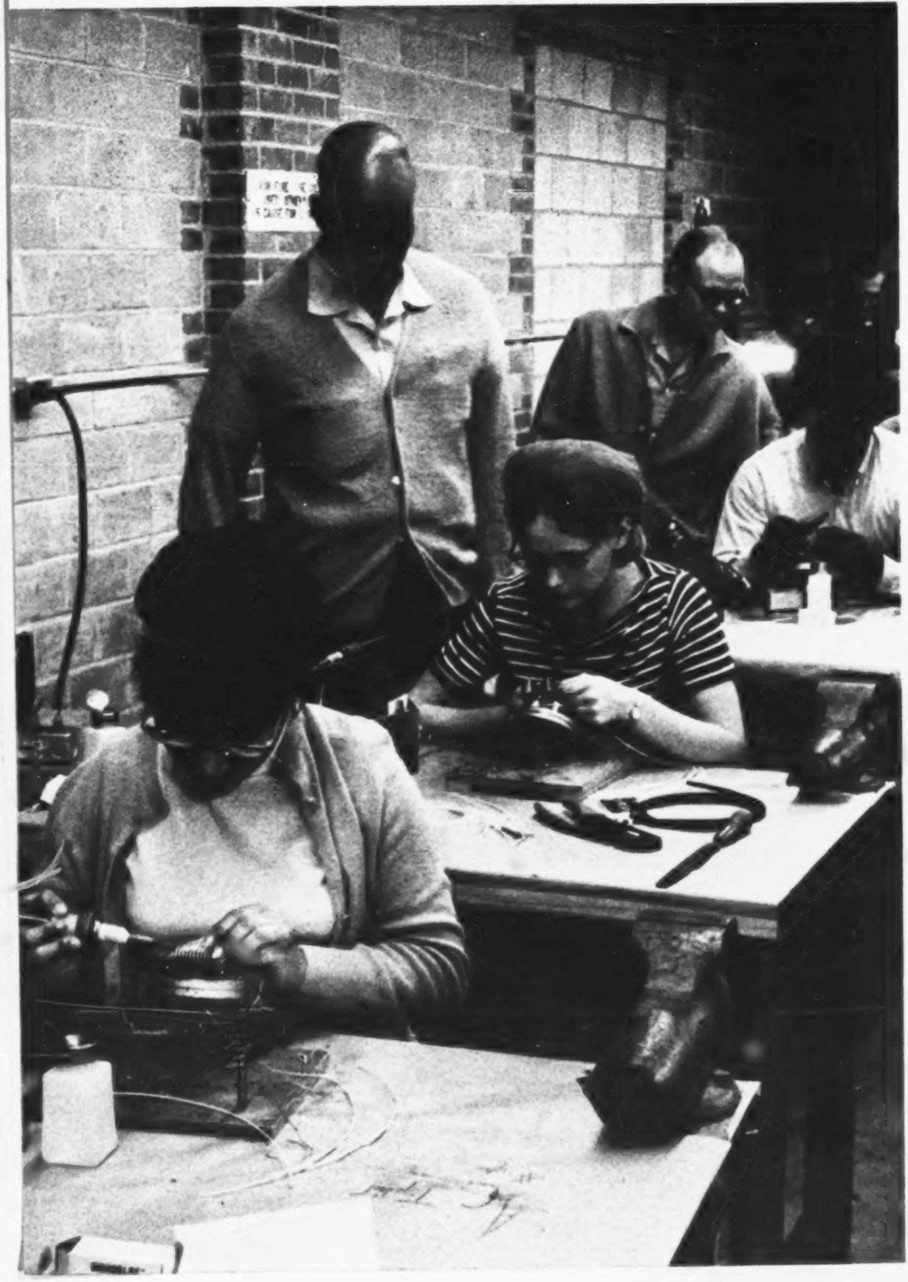
ERIC Clearinghouse

The U.S. Office of Education has established 19 decentralized information clearinghouses, each with concern for a specific substantive area of education. This service, the Educational Resources Information Center (ERIC), is designed to augment other information exchange methods and to increase the value of research by making it available to people who can apply it to new situations. The ERIC clearinghouse on Vocational and Technical Education at Ohio State University is responsible for research reports and other documents related to the general field of vocational and technical education, and for disseminating documents relating to manpower programs.

Each clearinghouse also operates a subscription service for schools, vocational centers, and individual subscribers which makes abstracts of the various documents available in quarterly publications. Instructors who do not have access to clearinghouse services through their own school districts may make requests through Research Coordinating Units operated by the States.

In months to come, ERIC will increase its services by establishing additional clearinghouses and by publishing results from research utilization studies now in progress. ERIC has negotiated a contract with Stanford University to explore the possibilities of information retrieval by computer. When this becomes operational, possibly late in 1969, bibliographies of research may be available without individual searches.





TRAINING FOR TOMORROW:
Fort Worth Skills Center trainees
can choose from many occupational areas.

IV.

manpower training skills centers

An important component of the institutional training program, developed and operated largely by the Nation's public school system, is the Manpower Training Skills Center. This is a centralized facility which, through grouping many occupational training programs, counseling, and supportive services, and through complete staff orientation to trainee needs, can present a highly individualized program.

The number of trainees enrolled in skills centers has increased each year, and has accounted for a growing proportion of all institutional trainees. In 1968, enrollments in skills centers accounted for about one in five of all institutional enrollees.

The centers have shown that they can effectively provide the basic education, skills training, and supportive services needed by the hard-core unemployed.

Skills centers were developed in response to the acute and widely varying needs of large numbers of trainees for special teaching methods and approaches and the broad range of supportive services. By 1967, some 70 projects had developed the range of occupational training programs, counseling, basic education, and supportive services needed to serve large numbers of persons. These were sometimes known as skills centers, although the term had not been precisely defined, and many differences existed among them.

Vital Elements in Skills Centers

In 1968, the program staff of the Departments of Health, Education, and Welfare and of Labor focused attention on identifying the special characteristics and techniques of some 70 skills centers which were most successful in working with unemployed, underemployed, and otherwise disadvantaged persons. From this examination of various program components and characteristics vital to their effective work with target groups emerged the following definition:

> A Manpower Training Skills Center is a centralized self-contained facility, operating on a full-time, prime-time basis, generally under public school administration, especially

> designed to provide on a continuous basis counseling and related services, work orientation, basic and remedial education, and institutional skill training in a variety of occupations for trainees recruited from a broad area. The center provides maximum use of physical and instructional resources and a high degree of flexibility, serving all types of trainees and all types of MDTA projects, including multioccupations and single projects, individual referrals, and classroom components of coupled OJT projects.

Existing multioccupations projects were examined by HEW and Labor in the light of this definition and additional criteria. In July 1968 the Departments identified a total of 55 establishments as meeting the definition and criteria, and accordingly designated them as Manpower Training Skills Centers. Such an identification is not permanent, and centers may later be added to or subtracted from the list as changes occur in the scope and nature of their operations. Having identified the centers with similar aims and programs, the Departments may now study these in relation to their operating problems.

The criteria jointly agreed upon by the Departments for identification of skills centers are as follows:

> The operation of the Manpower Training Skills Center should be fully covered by the annual CAMPS plan. The plan should allow for sufficient trainees to maintain an efficient operation.
>
> The size and enrollment of the center should be sufficient to be considered a significant effort and to justify providing the other services in the remaining criteria.
>
> The 1968 skills center review indicated that two-thirds of the centers enrolled more than 200 persons, and that nearly half enrolled over 350. In larger centers, capacities range up to 3,000.
>
> The center must be a self-contained facility with its own identity; that is, it should either be a separate facility or, if it is part of an established facility, public or private, it must have a separate administration and be identified as a Manpower Training Skills Center.
>
> The center must demonstrate the ability to provide a comprehensive program for the trainees, including: educational counseling, basic education, prevocational training, communication skills, work orientation, skill training, and supportive services.
>
> Each center, to allow an adequate range of occupational choices, must provide training in a variety of occupations for its trainees.
>
> Manpower training skills centers should be planned for an extended duration. They should be developed to meet training needs and situations which are expected to continue.
>
> Training in a manpower training skills center must be offered during prime time throughout the week and at any other time for which funding and trainees are available. Prime time is considered to be the daytime hours, i.e., between about 7 a.m. and 5 or 6 p.m. If training is also offered at other times as part of the skills center operation, the related center services must be available at those times.
>
> Each center must have a full-time professional and clerical staff, with additional part-time persons as required.
>
> Centers must have the ability to expand and contract their training capability while maintaining an efficient operation.

Trainee Characteristics

Trainees in skills centers reflect a wide range of manpower trainee characteristics. They include men and women, young and old, handicapped and nonhandicapped, of different races and cultural groups, varying amounts of educational and work experience, with a range of life styles which affect their ability to accept training as well as to adapt to the environment of the center and later of the job.

Analysis of the characteristics of trainees enrolled in skills centers as compared with trainees in all institutional projects (including those in the centers) indicates that the skills centers are enrolling a somewhat higher percentage of disadvantaged persons than the institutional projects as a whole. In 1968, 60 percent of the trainees in institutional projects were school dropouts and 39 percent of the trainees were under 22 years of age. By comparison, the figures for skills centers during the same year were

63 percent and 46 percent respectively. The centers also enrolled greater proportions of trainees who were unemployed before entering training and who were eligible for training allowances than did the institutional projects as a group. Of those entering skills centers, 85 percent were unemployed, as compared with 80 percent of those in all institutional projects; 83 percent of the trainees in institutional projects were eligible for allowances, while in skills centers this figure was 89 percent. More than half of the trainees in skills centers (52 percent) were nonwhite, as against 49 percent in all institutional projects.

Staffing

The typical skills center staff includes a director or administrator; a financial officer with responsibilities for purchasing and accounting; a group of vocational and technical instructors; a group, usually smaller, of basic and remedial education instructors; counselors; aides; and clerical and custodial staff. In the larger centers, the director or administrator may have a deputy or assistant, and other supervisory officials may be in charge of various aspects of the program. In one center with heavy enrollment and a number of different programs under the same roof, supervisory teachers have been appointed for basic education, commercial and business skills, and machine production skills. The majority, about 70 percent, of the skills center teachers are in the occupational programs, with the remaining 30 percent in basic education and remedial work. Only a few of the centers report as many as 40 percent of the instructional staff in basic or remedial education.

Most of the occupational instructors are either directly from industry or have spent years in vocational instruction and have kept in close contact with current industrial practice.

Some centers have Employment Service staff located in the facility. This permits joint planning and improved operation in initial intake and counseling, job development, and placement activities.

Inservice Training

Manpower instructors and counselors early became aware of the special problems of trainees and consequently of their own needs for special training in recognizing and dealing with these problems. The skills centers make heavy demands on staff for flexibility, ability to serve people with widely varying interests, aptitudes, and cultural backgrounds, all of which call for special skills. Some of the centers have developed highly effective inservice training programs to improve instructor skills and facilitate the necessary adjustments in scheduling and organization. In Newark, for example, the skills center cooperates with the Newark State Teachers College to provide inservice training for center staff. In other locations, e.g., the McNamara Manpower Training Skills Center in Detroit, the Area Manpower Institutes for Development of Staff (AMIDS) supplement the inservice programs of the centers.

The Pattern of Operations

The general nature of institutional training has been described in chapter II. Because skills centers offer a wide range of training and services tailored to the needs of individual trainees, their pattern of operations is different from that of other institutional training projects.

The 8-hour day of skills centers is generally scheduled between about 7 a.m. and 5 or 6 p.m., although a number of centers operate certain courses in the evening hours, or have organized an entire additional shift. Operation during the daylight hours is regarded as an important improvement in manpower training operations. Early in the program, many classes were offered only at night, in buildings used during the day for other purposes. In addition to other adverse effects, the hours during which manpower trainees could be served were severely restricted. Now all of the centers operate in daylight hours, and the addition of second or third shifts can serve trainees who wish to work part time or who need or prefer to take training in later hours. From time to time, skills centers have operated on three shifts, but none of them is currently on so intensive a schedule.

Scheduling

The order and sequence of occupational and other training components are not fixed or standard among skills centers. Instead, most centers have adopted a pragmatic, often experimental, approach to scheduling and programing. The centers reviewed in the summer of 1968 exhibited a wide variety of arrangements.

One of the unique contributions of skills centers is the arrangement of instructional units to permit continuous trainee intake and exits from center programs. This is known as open-entry/open-ended scheduling, and it permits a much more individualized program, since the amounts and types of offerings—basic education, skill training, counseling, etc.—can be geared to an individual trainee's aptitudes and occupational goals.

It reduces the timelag between a trainee's selection and his entry into training, a factor which not infrequently reduces trainee motivation and results in the loss to training of persons referred.

Open-entry and open-ended training programs also have positive benefits for employers; trainees are not ready for the job market all at the same time, but can be placed when their training goals have been reached and when they are most needed by employers.

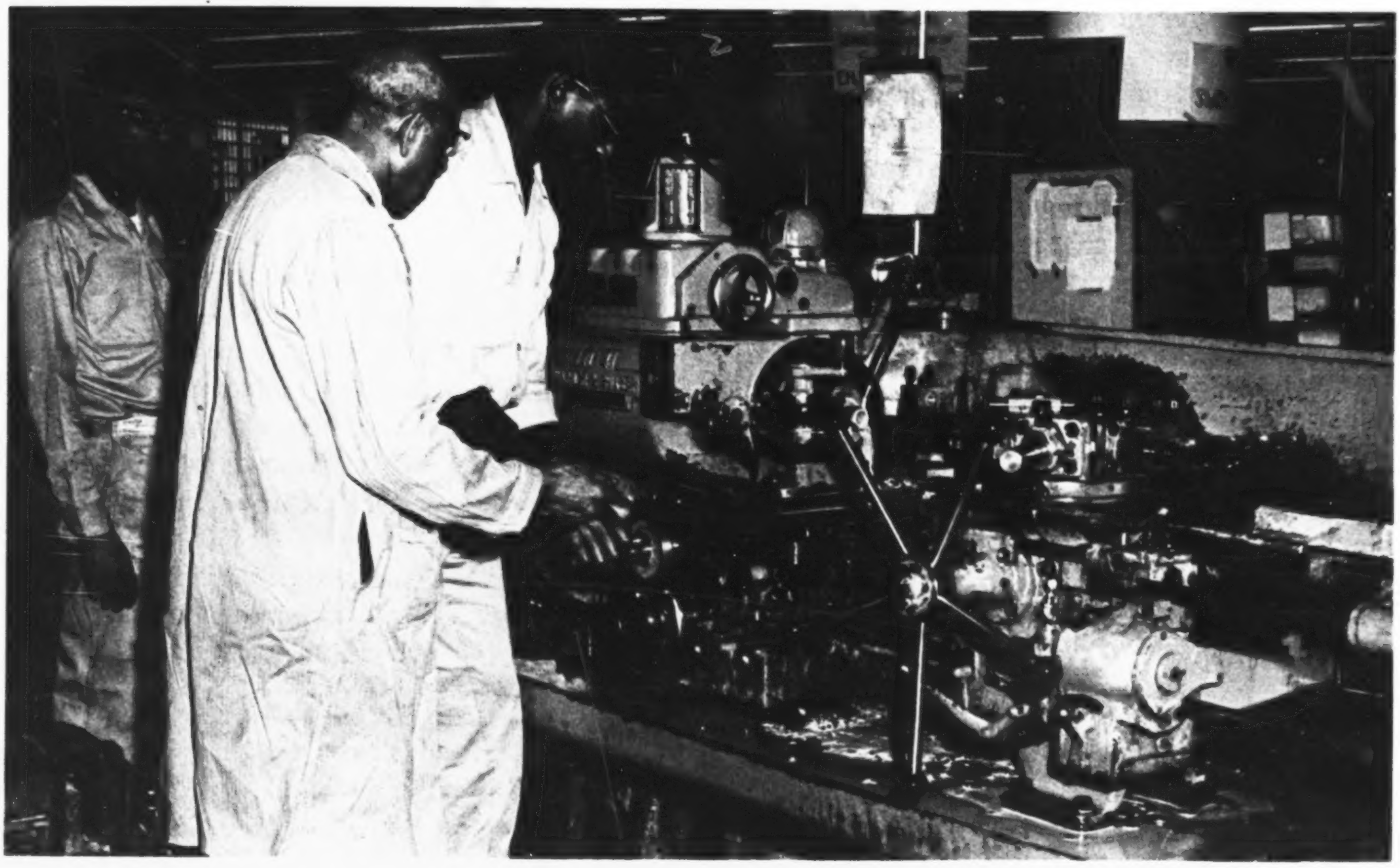
This has, however, created a need for more flexible curriculum design, which in turn increases the need for inservice training to develop and use this type of teaching.

The plan adopted at the Newark Center is described here to indicate the kind of flexibility generally sought after and the variety of possible solutions.

Referral of trainees to the skill center is handled by the employment service staff stationed at the center. Immediately upon referral, all trainees are assigned to a job exploration sequence. The trainees are exposed to a number of different occupations in order to assess aptitudes and discover their preferences and abilities. At the end of this sequence, the staff and the trainee agree upon assignment to training. The trainee may also come to understand the extent of his need for basic education, which he might otherwise have had difficulty in accepting.

Occupational training is usually expected to

Skills Center trainees are able to sample several jobs before choosing one.



fill 5 to 8 hours each day. For trainees with poor communication skills, this time may be reduced to allow more time for basic education, so that at least in the early part of the course they may move more slowly than the rest of the group. Later, as these trainees improve in both types of training, they may be able to increase their pace and finish with the others.

This procedure, developed at Newark, combines the major elements of the individually adjusted training program which is most beneficial to the skills centers' trainees.

Basic Education

The integration of basic education with skill training follows a number of different patterns. Skills center experience bears out the belief of many vocational educators that, for many pupils, basic education is most effective when closely linked to practical skill training. For this reason, the two are frequently given concurrently even when the trainee's level of communication is very low.

Trainees are offered special reading materials and the opportunity to discuss work attitudes and health and safety habits. Some basic education and vocational instructors have collaborated to develop materials and teaching aids so that the basic education course can introduce special job-related terms, some job-related mathematics, and curriculum materials describing what is expected of the trainee. Skills centers have developed vocationally oriented language and math laboratories which permit the trainee to work at his own pace, and in some cases, to study independently.

If the trainee proves able to keep up with his occupational training while taking basic education, the concurrent scheduling is continued. If gaps develop in the trainee's ability to interpret occupational materials adequately, he may be assigned exclusively to basic education until the difficulty is removed, after which he returns to occupational training.

Some trainees lack the language skills necessary to use the job skills they have. For example, many Spanish-speaking trainees would be able to function much more effectively if they were not handicapped by the inability to speak or write English. Large numbers of Chinese people, along with a scattering of persons from southeast Asia, have arrived in San Francisco and New York City without an adequate knowledge of English, although many of them are highly skilled in occupations in demand in this country. Special language classes have been established for these people, using simplified reading materials at their own level of interest and comprehension.

Orientation

In some skills centers, large groups of trainees have been too removed from the labor force, with too limited a cultural and social background, to profit from occupational training. They are unfamiliar with even such basic skills as the use of hand tools, and have little acquaintance with occupational skills or understanding of how to get a job or what it would be like to work. The attitudes of some toward work, the instructors, prospective employers, and each other are often so negative that a period of orientation is needed before they can be expected to profit from skill training. Many such people need basic education; in addition, they need prevocational orientation and development of job skills. These types of training are frequently interrelated with the basic education the trainee receives.

Counseling

Skills centers provide counseling services in connection with placement in training, job placement, problems that arise in connection with training, and personal or attitudinal problems. Most of the centers have full-time education counselors on the staff, some of whom are trained school counselors. In many cases, the Employment Services outstations a counselor at the center. Either the center or the employment service may also furnish part-time counselors.

There is considerable interaction between the two types of counselors, and also between them and the instructional staff. While the efforts of the employment service staff are primarily directed toward placement assistance, adjusting to jobs, and followup, they also offer some help with the growing load of personal counseling. Where the employment service counselors are stationed at the center, this interaction is likely to be most effective. In those centers which appear to have the best relationships with trainees, counseling is a shared responsibility in which the whole staff participates, either by helping to identify trainee problems, by speaking a word or two at a crucial time, or by suggesting alternative ways of coping with a problem.

Counselors are in short supply all over the Nation, and turnover in the counselor group is generally high. All centers endeavor to supply inservice training and supervision to make the most effective use of the available counselors, but most of them report a need for a larger number.

Most centers say they try to arrange counselors' schedules so that they are available before and after training hours, but their success is limited. Talks with counselors, valuable as they are to trainees, are usually at the expense of training time.

Supportive Services

Trainees in skills centers need the same kinds of supportive services as other trainees (see chapter II). However, they are more likely to come from crowded urban areas and come from population groups which have traditionally lacked services, hence their needs may be greater. The skills centers, which find their training efforts hampered by the inability of trainees to get services, have become a connecting point where the needs are recognized and strong efforts are made to locate the necessary resources.

There are many evidences of a high incidence of need. For example, a survey of trainees at the skills center in Pacoima, Calif., found that about 85 percent required medical assistance. Most of the centers have developed effective contacts with public clinics, hospital emergency rooms, medicaid, or vocational rehabilitation services. In most communities, however, long waiting periods, ineligibility for service, or inadequate resources make it necessary to spread the services very thinly over the trainee group.

Similarly, nine out of 10 skills centers report a need for legal services or assistance for their trainees. "Legal difficulties interfere with the training as well as the employability of many of our trainees," was a typical comment from a skills center director, who added that the difficulties ranged from traffic violations to civil and criminal charges.

Nearly all centers have reported that lack of day-care services prevented some individuals from enrolling, or forced others to drop out before completion. Only one center in 10 reported that day-care services are available for children of trainees. "At large centers," the East Los Angeles Center has suggested, "a training program for Head Start teachers, teacher aides, and others would be beneficial, and day-care could also be provided for the children of trainees. This could provide a direct tie with the community and other agencies."

Housing is often a real problem for trainees. Housing allowances, where they are available at all, are not large, and often space is hard to find even if the trainee is able to pay. Acceptance of minority group persons is sometimes slow. Three-fourths of the trainees at the Jackson, Ohio, Center come from outside the area and need temporary housing during the training period. Here the center exerted pressure to make the necessary space available at reasonable prices, without discrimination.

Resources are Limited

The skills centers are able to provide access to services far more successfully than an ordinary multioccupational or single project. Located in cities, as they generally are, they also have staffs which are large enough to permit devoting time to identifying the need for services and developing ways to provide them. Some skills centers have nurses on the staff who can provide ready contact with doctors or hospitals. The center at Rice Lake, Wis., reports, "Medical services in excess of $100 may be provided when the trainee meets vocational rehabilitation eligibility requirements. . . . A staff member from the State vocational rehabilita-

Art Gallery at East Bay Skills Center displays work of trainees.

tion office is outstationed full time in Rice Lake to process applications and arrange for medical services."

A variety of smaller resources are reported beyond those of the usual health and welfare agencies known in most communities. The Syracuse Manpower Training Center, for example, draws upon the services of the Syracuse Volunteer Association, which provides day care as well as family counseling services. Centers on the west coast have reported the willingness of some organizations to provide trainees with tools on which to enter their first jobs, but the general conclusion from the facts reported is that needs far outrun available resources.

Community Contact

Much of the success of skills centers is attributed to the rapport between the center, the trainee, and the community. In many, the counseling and referral staffs have succeeded in establishing close working relationships with public and private agencies as well as with employers in the community. As a result, the centers have been able to serve trainees well and have come to be regarded by them as an institution which they value for the worth of its own program, and which also provides them with a solid base for relating to the larger community.

Many skills centers have reported that trainees return frequently, that they try to maintain contact with instructors and counselors, and that they feel at home at the center, regarding it as their alma mater. In the first few months after placement, particularly, trainees like to visit the center to tell the staff and other trainees how well they are doing on the job. They also bring in friends and relatives to apply for training. "Most pertinent is that (former) trainees often call job developers to let them know about job openings for other trainees," a center reported. Many centers report receiving letters from former trainees telling of their successes; these are often publicized in the center's newsletter or displayed on the bulletin board. Some centers have "alumni associations."

The skills centers have developed a number of devices to strength this function. The center in Detroit, for example, displays a permanent and growing exhibit of Afro-American History. The East Bay Center at Oakland, Calif., reports that a staff member "organized an art gallery in the center which has had a tremendous impact on trainee attitudes and morale. This art gallery has produced some fantastic talent among the students and instructors, and has been publicized in the local press."

The Future of Skills Centers

During late 1967 and early 1968, manpower training skills centers experienced long delays in funding training projects, which resulted in costly loss of competent instructors and unused facilities, plus a delay in enrolling trainees. The project-by-project funding resulted in sharp fluctuations in enrollments and reduced the skills centers' capacity to respond quickly to local needs. In order to alleviate this problem, the centers have been discussing with the two departments the possibility of presenting their program by occupational clusters.

In response to this problem, the Senate Report No. 1445 in July 1968, directed the Departments of Health, Education, and Welfare and of Labor, to work on revising the funding arrangements of skills centers. The report further indicated that the Senate Committee on Labor and Public Welfare expected funding of some skills centers on an annual basis to provide more sound administrative management and to guarantee that persons in most need of training be served.

The House Select Subcommittee on Labor also strongly supported annualization and proposed that full use be made of existing skills centers, before duplicate facilities are established for similar purposes.

A series of guidelines, regional planning meetings and conferences have been scheduled to implement the Congressional directives. Three skills centers have been funded on an annual basis to explore the various possibilities, and will provide recommendations for eliminating rigidities and promoting effective operation.

The process of assigning trainees to a center involves a number of activities which must mesh. The employment service designates the occupation in which training is offered, and considers employer needs and the aptitudes of the individuals in search of training. Often outreach is required to identify and locate persons who could benefit from training. Meanwhile, the skills center must recruit staff, if the course is new, locate equipment excess to other manpower programs, or in the last resort make new purchases. All these must be accomplished in coordination with the funding operation if effort is not to be wasted. When dislocations occur, a different group of trainees may need to be recruited and another instructor located; meanwhile, some of the jobs available for trainees may disappear.

Operating on annual basis, skills centers should be able to maintain a permanent staff of key personnel, thus minimizing administrative problems and concentrating on improving instruction and services for manpower trainees.

TO MEET SKILL SHORTAGES: MDTA trains for precision tool and die work.

43/

V.

national programs and services

To meet critical needs where other methods are not feasible and to administer projects which operate in several States, the manpower training program includes certain national programs—projects administered directly by Federal staff. They are developed when training is needed and the Departments of Health, Education, and Welfare and Labor, determine that a national contract would provide more effective, efficient, and economical training than would otherwise be available. Their financing comes from the 20 percent of the appropriation reserved for use by the Secretaries of Labor and of Health, Education, and Welfare. This has made it possible to organize projects in scattered locations, to mount projects of greater geographic spread than State programs, and to arrange joint funding by several Federal agencies. Collaboration with other Federal agencies has resulted in the availability of more funds and the development of greater diversity of projects and skills taught.

These national projects have continued to increase in size and complexity. Seventy-seven projects training approximately 50,000 persons were operating in fiscal year 1968, as compared to 50 projects training 35,000 individuals the previous year. Nearly half of these (36 projects), training 18,000 people, were experimental and demonstration projects. The other 41 projects, which included institutional and coupled projects, trained 32,000 individuals. These categories were devised for administrative purposes; the experimental and demonstration projects use all methods of training including institutional and combinations of institutional and on-the-job training.

Sponsorship of the projects is as varied as the skills being taught. Unions, trade associations, business and industrial companies and associations, public and private agencies, and schools, have all been sponsors. Projects have ranged in size from 60 to 3,000 trainees, with a wide variety of skills taught—from household employment, to the fundamentals of tool and diemaking, to new occupations such as oceanographic aides.

Several trends in national contracting are now evident. These include: increased involvement of youth; upgrading employed individuals to qualify for technical jobs at higher salaries; increased cooperation of industry to promote occupational education experiences; and promotion of minority group entrepreneurship.

Types of National Programs

National programs administered by HEW are organized in four ways: coupled training projects; institutional training projects; cooperative occupational training projects; and experimental and demonstration projects. A brief description of each follows:

National coupled training projects combine supplemental or related training either at the job site or in the classroom with on-the-job training.

National institutional training projects are arranged when a need exists for the training on a national scale. A national project is developed if States either cannot provide these services or the nature of the training requires a national contract to accomplish a specific goal.

National cooperative occupational training projects use techniques resembling those developed in public school vocational programs. The first phase of the program usually includes basic education and occupational orientation. The instructor-coordinator works with trainees and employers to tailor the program to their needs in relation to the requirements of the job.

After the first classroom phase, the trainee receives more instruction both in the classroom and in a plant or business, along with guidance and counseling. Cooperative occupational training programs are flexible and may be revised to meet individual needs.

Experimental and demonstration projects, discussed in chapter VI, are aimed at training special population groups such as young workers, women and older workers, members of minority groups, residents of depressed areas, and persons with poor education or motivation for work. An important purpose is to experiment with innovative training materials and methods of teaching that may later be adapted for more universal use.

National Coupled Training Projects

In fiscal 1968, 19 new national coupled contracts trained 15,361 persons, primarily from disadvantaged populations, in such technical occupations as aircraft technician and dental laboratory technician.

Eight of these contracts provide for training 1,000 or more persons in numerous locations throughout the country. In addition, 13 earlier contracts, training 12,577 individuals, also operated through part or all of fiscal year 1968.

Two separate contracts are necessary in a national coupled project. The Department of Labor, which is responsible for on-the-job training, contracts with an employer to provide it. The Department of Health, Education, and Welfare, which is responsible for basic education and related classroom instruction, contracts for their provision either with the agency which will provide the training or the sponsoring organization.

Over 1,500 plasterers are being trained in 60 locations in 31 States, under a national coupled project sponsored by the Portland Cement Association and the Operative Plasterers' and Cement Masons' International Association. This program is directed at recruiting and training new workers in the industry and retraining and broadening the skills of journeymen to increase their employability in modern construction operations.

The program offers three levels of training: preapprentice, which provides 6 weeks of classroom training followed by 20 weeks of on-the-job training; apprentice entry, which offers 26 weeks of on-the-job training following 1 week of orientation; and journeyman training, which provides 80 hours of classroom instruction after working hours.

The need for trained plasterers and cement masons is critical and is expected to continue so. It is hoped that when the MDTA-subsidized pilot programs end, the training will be continued by labor, industry, or the schools. A vocational school in Omaha, Nebr., is planning to incorporate the cement masons' and plasterers' training programs in its offerings. This will be the first time these skills will have been taught in this school. The Wichita (Kans.) and Oklahoma City (Okla.) joint apprenticeship committees are also planning new apprenticeship training programs based on this national coupled project.

Under a national coupled contract with the

Chrysler Corp., 1,545 trainees in five States are preparing for some 3 dozen skilled occupations. Trainees are in three groups. In 23 weeks of training, involving 920 hours of instruction, 250 severely disadvantaged trainees are receiving basic education for entry-level plant employment. This phase of the program is augmented by the Method of Intellectual Development (MIND) training system, which upgrades basic educational skills using programed teaching aids and electronic self-instructional equipment.

A total of 1,050 regular Chrysler employees are enrolled in a comprehensive skill development program for upgrading on the job. In addition, 254 new employees are enrolling in an industrial apprenticeship program. Training for these two groups will be provided by various local community colleges, trade apprentice schools, and area vocational schools and will entail from 108 to 180 hours of instruction in shop mathematics, drafting, blueprint reading, and related theory.

In another national coupled contract, the combination of skills needed by painters, paperhangers, and tapers is being provided. (A taper uses a taping compound and a perforated taping ribbon fed through a "bazooka," producing a smooth wall in either a new or remodeled building.) This project, sponsored by a joint labor-management committee, will upgrade 210 journeymen and train 320 men as apprentices in 22 States and the District of Columbia.

The purposes of the project are to fill the rapidly thinning ranks of the current work force in the industry, by producing a new supply of skilled workers, and upgrading many of the older journeymen. Both groups will leave the course with a thorough knowledge of the interior finishing techniques used in modern construction. Since the average journeyman in the industry today is 57 years old, both the union and management expect a period of continuing skill shortages as the rate of retirement from the industry rises. Many of the present journeymen, recruited during the skill-shortage years of World War II, never received a strong foundation in the trade. For them as well as for new entrants, technological changes in the industry demand a stronger educational base and at the same time promise more stable employment at good wages. Recruitment to the program was a problem for a time, but there is now a waiting list of 1,000 journeymen who desire this upgrading, and most of the nonparticipating States have asked to be included. Recruitment of young workers has also been effective, with 80 percent coming from minority groups and urban ghettos.

All applicants must meet the entrance requirements of the local joint apprenticeship committee (JAC). Generally, a high school diploma or high school examination equivalent is required, although in Dallas and San Antonio, Tex., the shortage of qualified applicants has resulted in lowering the requirement to an eighth grade education. After approval by the JAC, the trainee receives preapprenticeship training for 6 weeks. During this period eligible trainees receive an allowance and subsistence.

After 6 weeks of classroom instruction, which provides a grounding in labor management relations as well as some familiarity with the tools and products used, the trainees receive 6 hours a week of on-the-job training for 20 weeks. If a trainee does not need preapprenticeship instruction, he starts as a beginning apprentice. The program also offers upgrading instruction for journeymen during a 26-week period.

Although on-the-job training lasts only 20 weeks, the painting apprenticeship lasts 3 years and the taping apprenticeship 2. Throughout

Trainees learn spray painting and other techniques of interior finishing.

this period, the individual continues to receive 6 hours of classroom instruction per week.

To become a skilled tool and die maker is another chance to advance offered by the national coupled programs. Under this contract, the National Tool, Die and Precision Machining Association is preparing 1,360 trainees, and 1,000 instructors are being trained in 26 States. So great is the shortage of qualified tool and die makers that an estimated 5,000 new journeymen could be used each year.

Each trainee receives 16 weeks of classroom instruction, divided into two 8-week segments. The first 8 weeks concentrate on basic education, beginning with addition and subtraction. The second segment teaches blueprint reading, an introduction to the grinding and milling machines, safety, and good work habits. When trainees are tested after the 7th week, those who, in the instructor's judgment, will not be able to qualify as apprentices are placed immediately in jobs as single- or multi-purpose machine tool operators. Those who continue in preapprenticeship training are tested again at the end of the 16-week course and become apprentices if they qualify.

To become a journeyman tool and diemaker, the trainee must continue as an apprentice for 3 more years, taking 154 hours of related training in evening classes each year. Entering apprentices receive $1.75 to $1.90 an hour. This rate increases steadily, reaching a journeyman's wage of $3.25 to $5.50 an hour, depending on the prevailing wages in the area.

The 1965 collectively bargained contract for the steel industry stated that 50,000 workers were not promotable because of deficiencies in basic academic skills. The steel management and the United Steel Workers of America together sought a national MDT contract for a project to upgrade workers and relieve skill shortages. The contractor selected to provide the basic education was the Board for Fundamental Education, a private nonprofit organization, chartered by Congress, to provide basic education to adults. The contract, which was fulfilled in 1968, provided that 1,600 people would be trained on a voluntary basis in nine steel plants in the Chicago and Baltimore areas at a cost of nearly $1 million.

Each individual was to receive 6 hours a week of classroom instruction, in 2-hour sessions, for as many as 25 weeks. All training was scheduled either before or after the trainee's work shift. The course was flexible to meet the trainee's requirements. He moved at his own pace and could either graduate early or remain longer than the average, if need be.

Instruction was provided on two levels. Basic instruction was for people performing at less than a fifth-grade level on the basis of reading and arithmetic computation tests. More advanced instruction was given those scoring between 4.5 and 8 grade levels on the same examinations. A special mathematics course was added later for those who were deficient only in mathematics. The original program lasted 14 months.

Counting all those employees who attended as much as one class session, 62 percent were graduated from the course. A total of 646 were graduated from the basic course after receiving an average of 75 hours of instruction. The average improvement in reading was 2.8 grade levels, and in computational skills 2.6 grade levels. The advanced courses graduated 729 individuals, who had also received an average of 75 hours of instruction. Average improvements were: 3.4 grade levels in reading, 4.5 grade levels in computational skills, and 4.6 in the special mathematics class.

National Institutional Training Projects

National institutional training projects are frequently sponsored by private and nonprofit agencies of national scope, particularly when the project is operated in a number of States.

The trend is toward the inclusion of basic education in all projects as well as supportive services such as legal aid, day care, and consumer education. Many people are barred from successful employment because they are unable to read and communicate adequately, or because they are unable to foresee and meet the demands of the job for punctuality, responsibility, and related qualities.

One project in a ghetto area of Baltimore, Md., sponsored by the Congress of Racial Equality (CORE), trained black inner-city residents in office skills and service station operation for 2 years. Since the program began, 155 trainees have enrolled in the service station course, 54 of whom are still in training. Of the remaining 101, 72 have been placed on jobs. The secretarial course has enrolled 83 people, 35 of whom are still in training. Of the 48 who completed the course, 39 are employed. The counselor is attempting to find positions for the other nine.

Because few of them have completed high school, both the service station and secretarial trainees receive basic education in addition to skill training. Of the first 100 enrolled in the service station course, 88 were unemployed and 23 had criminal records. Seventeen of the first 47 persons enrolled in the course were receiving public assistance prior to training. Although the average duration of prior schooling reported was 9 or 10 years, the trainees use a sixth-grade mathematics book, indicating below-grade-level performance. In order to relate the instruction as closely as possible to the lives and interests of the trainees, income tax forms are used for mathematics instruction, and newspapers are used to teach reading.

Two counselors work on job placement and generally assist the trainees with any problems they might have. One recurring problem has been that many employers require a high school diploma as a qualification for a job. The counselors have demonstrated to employers with some success that the trainees are occupationally qualified without meeting this requirement.

CORE hopes to expand its training operations. A proposal has been submitted to increase the size of its present courses and add several additional ones. The new courses, if approved, would provide prevocational training, painting apprentice, social services (which would train people in child care and related social activities), skills orientation for Federal employment, and home improvement and related skills. This would increase the number of trainees to 684.

The Child Welfare League, a nonprofit national organization of agencies concerned with child care and protection is engaged in training 2,000 child-care workers under a national contract. Precisely how many children lack the care such a staff could offer is not known, but the general magnitude of the need for trained workers is known. Seven million children under 21 live with only one parent; and working mothers have 12 million children under 14, of whom nearly 4 million are under 6. Sixty-five percent of the persons to be trained as day-care workers, child-care workers in an institution, and homemakers are recruited from the ranks of the underemployed and unemployed.

The day-care worker classification has two levels—day-care aide and assistant teacher. The day-care aide assists the teacher in performing basic housekeeping, preparational, inventory, and noninstructional work. The assistant teacher has more personal contact with children, working with them in arts and crafts, field trips, and most play activities. The institutional child-care worker will be trained either as a child-care aide or a child-care worker. The child-care aide assists the child-care worker in performing basic housekeeping duties and child-care activities. The child-care worker is constantly in contact with the children, helping to provide the kind of care they would normally receive from their parents in their own homes. The homemaker's function is to prevent family disruption by helping to maintain the family in times of stress precipitated by the temporary absence or illness of the parent.

This program has begun in five cities—Baltimore, Newark, New York, Chicago, and Cleveland—in each of which 100 workers will be trained. The training program will later be expanded to train the other 1,500 individuals specified in the contract. Although each project will have a slightly different curriculum, all will involve classroom instruction and supervised practical experience in community service agencies. The basic concepts—the growth and development of children, the meaning of a child's behavior, child rearing within the family, complementary, supplementary, and substitute care, and the community environment outside the family —will be covered in each project.

The sponsoring organization will be responsible for job placement. An evaluation will be conducted after 6 months via questionnaires and interviews to determine the effectiveness of the training. Efforts will also be made to assist each community in planning a similar training program using other types of sponsors.

Transportation Opportunity Program (TOP) enrollees learn engine repair work.

VI.

innovations, experiments, and special programs

The manpower training program is largely for people without enough education and skill training to get and hold rewarding jobs. Most trainees have been unable to gain or regain their economic independence because of their color, ethnic origin, cultural background, personal history, or residence in depressed areas, or because they have lost their jobs through advancing technology. Since the education and training systems that prepare and advance the majority of Americans have not worked well for them, new and more effective methods or arrangements for training have had to be developed.

Innovative, experimental, and special programs are arranged through national contracts or through agreements with the State education agencies. They reflect the participation of many types of training institutions: publicly administered facilities such as the Manpower Training Skills Centers, private schools, and private nonprofit agencies. All contribute to the breadth of innovation and experimentation going on in the manpower training program.

Although in a sense the entire manpower training program is innovative, much of its cutting edge has been provided by the Experimental and Demonstration (E. & D.) projects under title I of the act. Their purpose is to devise and test new and promising approaches to overcoming manpower problems, including those of occupational training, and to developing the educational, personal, and social growth that must precede, accompany, or follow such training.

Many aspects of large-scale manpower activities now taken for granted were first devised and demonstrated in the course of E. & D. projects, including provision of basic education and prevocational training, use of various community resources to support skill training, and a more realistic appraisal of the personal characteristics and skills required for entry-level employment in many occupations. As its findings have been incorporated in manpower training and vocational schools, and have become a factor in employers' personnel practices, the E. & D. program has continued to pioneer in emerging areas of manpower concerns.

Responsibility under the Manpower Development and Training Act for developing and administering experimental and demonstration projects is shared by the Departments of Labor and of Health, Education, and Welfare. Notable examples are outlined in this chapter. Over 300 projects were funded between 1963, when the experimental and demonstration program was begun, and 1968. Approximately four-fifths of these were for operational and one-fifth for developmental activities such as planning and initiating larger program efforts or for analytical assessment of project operations.

During 1968, 53 projects involving over $18 million, not including allowances, were approved jointly with the Department of Labor. In addition, other innovative projects, approved directly by the Department of Health, Education, and Welfare for funding under title II of the act are also noted in this chapter, particularly in the section on "Programs to Stimulate Technological Advancement." These are in addition to curriculum development, new staffing practices, new instructional techniques, and other advances generated by experience and insight flowing from program operations, as cited at various points throughout this report.

Self-Help Programs For Minority Groups

Major cooperative efforts were carried forward through the year with the Department of Labor and the Office of Economic Opportunity to develop self-help projects for minority groups, primarily in 18 Opportunities Industrialization Centers (OIC) and in Service, Employment, Redevelopment (SER) projects in 11 target areas in five southwestern States. These two programs, in which minority-led organizations assume operating responsibilities, primarily direct their efforts toward alleviating problems in black and Mexican-American communities, but do not limit enrollment of trainees to these groups. For example, one-third of the trainees in the OIC at Roanoke, Va., have been white.

The OIC movement, which started in Philadelphia under the direction of the Reverend Leon Sullivan, has now spread to about 70 communities in the United States. The OIC's funded jointly by this Department and other Federal agencies have been located in Philadelphia, Erie, and Harrisburg, Pa.; Camden, N.J.; Washington, D.C.; Charleston, W. Va.; Roanoke, Va.; Little Rock, Ark.; Oklahoma City, Okla.; Dallas, Tex.; Los Angeles and Menlo Park, Calif.; Seattle, Wash.; Milwaukee, Wis.; Cincinnati, Ohio; Omaha, Nebr.; Minneapolis, Minn.; and Jacksonville, Fla. The Opportunities Industrialization Centers Institute in Philadelphia, guided by the three Federal agencies, furnishes technical assistance to these OIC's.

OIC's have not ordinarily provided allowances to trainees, believing that their strong desire for training and advancement will keep them in the program. Nevertheless, trainees in dire need of financial assistance are sometimes helped through emergency grants, loans, or part-time jobs worked out through the brotherhood and private funds. The OIC's also work to promote self-help and project management by members of minority groups, motivate hard-to-reach groups, cultivate community and business support, and establish a channel for constructive civil rights activities. Several OIC's, responsive to the needs and desires of black communities, have taken the lead in developing and using new curriculum materials on such subjects as consumer education, black history, and other subjects of special interest. These materials are being offered to manpower training and community-oriented programs; some, used experimentally in manpower training programs other than the OIC's, have proven their worth.

In line with the mandate in the 1968 MDTA amendments to make greater use of Manpower Training Skills Centers, this Department is exploring means of linking OIC's and skills centers, either by having OIC's become full skills centers or having the OIC's provide outreach (cultivation of the community, trainee motivation, recruitment, special orientation, etc.) and continuing supportive assistance and placement aid, while the skills centers offer diversified occupational training, counseling, services, and participation with the employment service in job development.

The Social, Employment, Redevelopment (SER) program, in which sizable MDTA supported training projects were launched in fiscal 1968, is demonstrating the same spirit of self-help among the Mexican-American communities as the OIC's have in black communities. In this program, three Federal agencies (HEW, Labor, OEO) work closely with State education agencies, State employment security agencies, and a group representing major Mexican-American organizations, Jobs for Progress, Inc., in a concentrated effort to provide special outreach services, trainee motivation, recruitment, orientation, job development, and occupational training to expand employment and upgrading opportunities for Mexican-Americans, a large disadvantaged minority group.

SER projects operate in Phoenix, Ariz.; San Jose, San Diego, Santa Ana, and Los Angeles, Calif.; Denver, Colo.; Albuquerque, N. Mex.; and Corpus Christi, El Paso, San Antonio, and Houston, Tex. Nearly 2,500 trainees are preparing for occupations such as milling machine operator, cook-pantryman, automobile upholsterer, stenographer, welder, nurse aide, and clerk-typist. Reviews during the year indicated that the SER program is showing good results in completion and placement and in joint effort by public agencies and minority organizations.

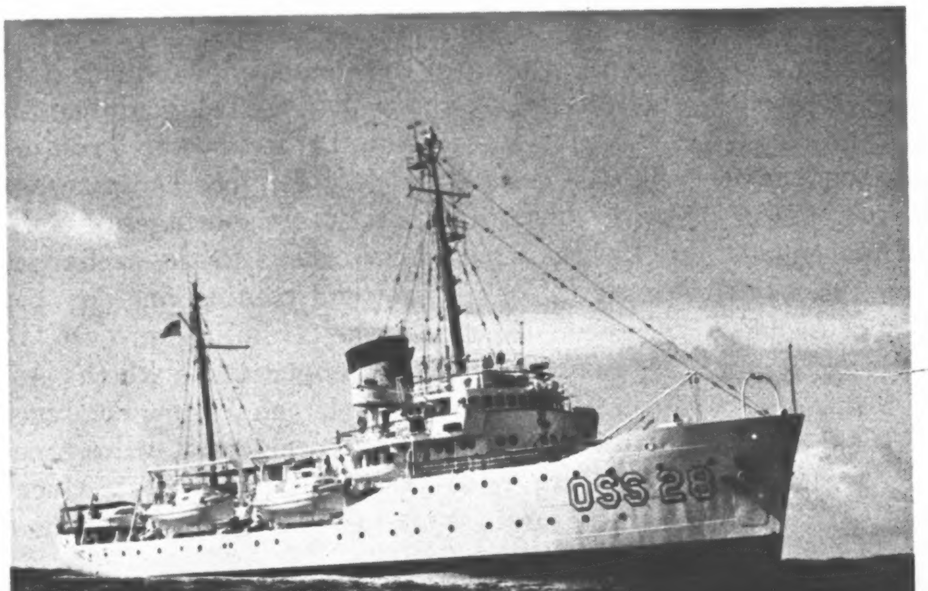
Programs To Stimulate Technological Advancement

In order to help open up new technologies more widely to the employment of disadvantaged persons, the Department has embarked on several innovative programs. The first of these is a project to train 120 disadvantaged youths, 17 to 22 years old, as nonprofessional oceangraphic aides, enabling trainees to qualify above the entry level in this emerging field. Aides work under the direction of professionals and assist them in handling special scientific equipment and in making analyses.

The project is pioneering in developing a new training plan and special curriculum materials. A realistic training environment has been provided aboard the 219-foot ship *Explorer*, acquired through the Federal Government's excess property program and docked at the Washington, D.C., Navy Yard. Use of other ships will permit short voyages under seagoing conditions, hence a knowledge of basic seamanship will be required.

This kind of extensive and imaginative use of Government excess property under transfer regulations permits great monetary savings, facilities interagency cooperation, and enhances the full use and re-use of Federal property.

In addition to its educational components, the project's major emphasis is a motivational one—to demonstrate to young men alienated from the values and benefits of our society that they can



NEW OCCUPATIONS: The Explorer, acquired from excess property, is a training site for oceanographic aides.

work in jobs with career potential. Information gained from this innovative program will be disseminated for use in other programs and projects.

Another project expected to contribute to advancing a new technology involves the flat conductor cable which is characterized by miniaturization of its circuitry and which, according to research conducted at the University of Alabama, may eventually replace the traditional round conductor cable. Under a proposed contract with General Electric, the National Aeronautics and Space Administration will equip a mobile unit to simulate the process used in plants manufacturing the flat cables.

Other Innovative Efforts

The Departments of Labor and of Health, Education, and Welfare continued the Transportation Opportunity Program (TOP) to demonstrate how special techniques, resources, and relationships can be used to enhance the employability in the transportation industry of disadvantaged black, Mexican-American, and white inhabitants of the economically depressed areas of south central and east Los Angeles. Through the involvement of Teamsters Joint Council No. 42, the University of California at Los Angeles, and companies in the trucking industry, the program was able to promote the hiring and upgrading of disadvantaged persons in high-paying jobs in the trucking industry.

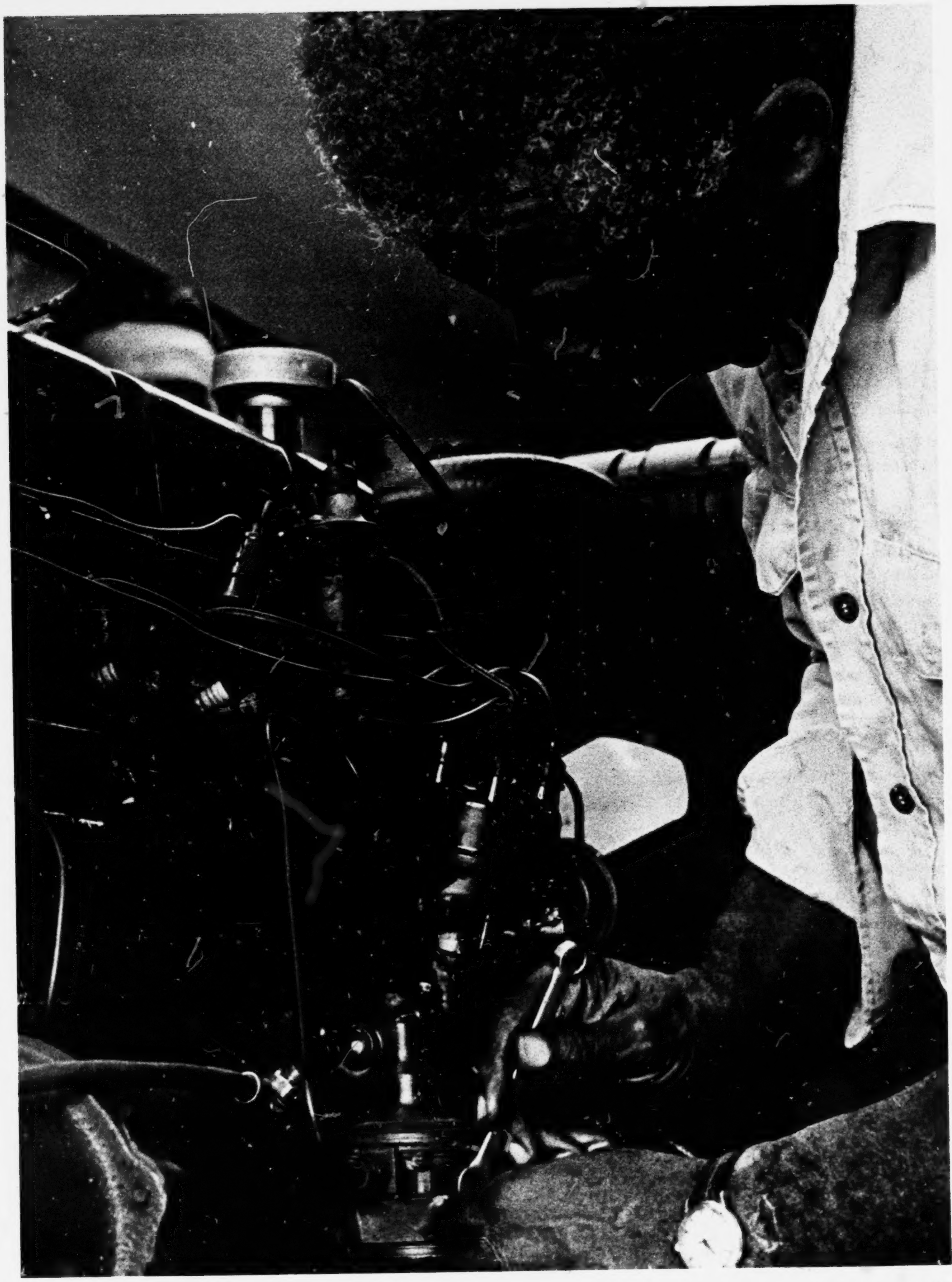
Of the first 853 enrollees, about 85 percent needed basic education. After 77 hours of instruction, using materials specifically designed for the trainees and closely related to the trucking industry, trainees averaged an increase of about 2.4 years in grade-level achievement. Graduates of the program are expected to make from $5,000 to $10,000 in the first year of employment, and with increased seniority some can expect to earn $14,000 to $17,000 a year. Trainees whose average earnings had been $2.26 per hour were earning an average of $3.46 per hour after training and placement as truck drivers. Special features of the program include bilingual instruction in basic education and a work-furlough training program for men in the State prison at Chino, Calif.

During the year, this Department acquired further experience with programs designed to relocate farm families displaced by technological advances where jobs were available which the trainees had signified they would accept. A project conducted jointly with Tuskegee Institute gave 250 persons in 50 families of Sumter County, Ala., basic education and prevocational training. Although efforts to place the farm workers and their families in other areas have not been completely successful, the experience has indicated a number of factors needed for effectiveness which will be considered in future projects of this nature. As a first step, for example, both the releasing and receiving communities have to be more thoroughly surveyed, and the receiving community should be more carefully prepared. Because of the extremely low achievement level of the workers, an occupational training component and a longer prevocational training period should be included.

Two agencies of the Department, the Office of Education and the Social and Rehabilitation Service, joined cooperatively with the Office of Economic Opportunity and the Department of Labor to continue support of the Neighborhood Development Youth Program (NDYP). This program is expected to provide useful information on how to train young people for jobs and enrich their lives. A feature of the program is full involvement of young people, not only as trainees, but also as staff members participating in the decisionmaking process.

Disadvantaged residents of Newark, N.J., both teenagers and adults, are being trained for 30 weeks at the Newark Manpower Training Skills Center to qualify for jobs as brokerage clerks on Wall Street. Severe shortages of clerical workers have forced the securities exchanges in New York to suspend trading one day per week. The manpower training project in Newark, arranged in cooperation with the Association of Stock Exchange Firms, combines training in securities nomenclature, order processing, and record keeping with the basic education the trainees need to qualify for high school equivalency certificates.

Older workers learn new skills in the trucking industry.



MEMBERS
NEW YORK STOCK EXCHANGE
THE NATION'S MARKET PLACE

Newark Skills Center enrollees train to become stock brokerage clerks.

Several special programs have been developed for unemployed and underemployed persons residing in areas that have been designated as redevelopment areas by the Secretary of Commerce. These programs are directed toward some of the most disadvantaged persons in our society, including American Indians, Eskimos, low-income farmers, and ghetto dwellers. The educational components of these programs include basic education, prevocational education, work orientation, and related instruction and occupational skill training for disadvantaged trainees.

The Department of Health, Education, and Welfare and the Department of Labor, in consultation with the Department of Commerce and the Bureau of Indian Affairs, provided training opportunities to over 1,000 American Indians in fiscal year 1968. Approximately 600 received institutional training and the others on-the-job training. Residing on Indian reservations in Montana, Minnesota, Colorado, New Mexico, and South Dakota, they were trained to be bulldozer operators, stenographers, combination welders, gasoline engine repairmen, automobile service mechanics, and homebuilders.

A Rural Electrification Administration project to bring much-needed domestic and industrial power to 67 remote Alaskan villages is the focus of training sponsored jointly by the Bureau of Indian Affairs, the Department of Health, Education, and Welfare, the Department of Labor, and the Department of Commerce. Power is needed for refrigeration to preserve the fish catch, and electricity will also be supplied to the homes in these villages through the REA. The manpower training program in Anchorage, under the auspices of the State Department of Education, will provide a supply of diesel powerplant operators and general electricians. The trainees, selected by their village leaders, are mainly young underemployed Eskimos. After training in Anchorage, they return to their villages as top maintenance men for the community power supply, the refrigeration equipment, and the various electric appliances that are introduced.

Programs for Prisoners

Few of the more than 100,000 persons released annually from Federal and State correctional institutions receive the kind of skill training and job counseling necessary to equip them as competitors in the job market. In an effort to bring new training programs into prisons and reduce recidivism, Congress, in the 1966 amendments, authorized experimental and demonstration training programs under section 251 of the act.

Currently pilot programs are operating in 12 Federal, State, and local institutions varying from a county penal farm or a youth correction center to a maximum security prison in which 67 percent of the inmates have prior felony convictions. Twelve additional proposals are under consideration and 28 institutions have submitted outlines for proposals. It is anticipated that these pilot programs, together with the experience gained from prisoner training projects already underway, will provide the basis for a comprehensive program of training, counseling, and related services which can be applied more widely to other special groups. All include testing, basic education, job counseling, and prevocational training as well as training for jobs.

The Shelby County penal farm near Memphis, Tenn., trains 135 largely short-term inmates. Training is designed to provide inmates with basic skills in related occupations. For example, those enrolled in the electronics "cluster" can be placed in auto electrical system jobs, RF amplifiers, or FM video circuit work as well as basic radio and television work. Inmates receive group and individual counseling; psychiatric help is available from a local hospital. Volunteers from ices, and Project HIRE, a New Careers program, will assist inmates upon release.

In the State prison at Stillwater, Minn., 120 inmates are trained in five occupations: drafting, welding, machine shop operation, duplicating machine operation, and electronics. Individual referrals are available for trainees eligible for work release. Inmates receive minor medical aid from vocational rehabilitation services, and Project HIRE, a New Careers program, will assist inmates upon release.

Training Returning Servicemen

Some 900,000 men leave military service every year, of whom 150,000 need education or training if they are to make good adjustments to civilian life. Project Transition was developed by the Department of Defense to provide upgrading for enlisted servicemen with marketable skills and to provide others with skills and job placement. Many Federal agencies outside the Department of Defense have some involvement with Project Transition; of these, the most heavily involved is the manpower training program. Private industry has also participated extensively in the training and placement aspects of the project.

The program is entirely voluntary on the part of the servicemen and also of the employers and State and local agencies cooperating in Project Transition. During the last 6 months of military service, the men receive counseling, remedial education, job training, and placement. The skill training is provided through existing formal military school courses, on-the-job training, self-paced programed instruction courses, and courses established through facilities of Federal, State, and local government agencies.

Servicemen who are seeking entry-level jobs are enrolled in the manpower training programs. In 1968, 19 military installations enrolled 1,880 trainees. The median age of the men in Project Transition is 22½ years; one-fourth have less than a high school education; one-fifth are nonwhite. Priority is given to former combat personnel, servicemen ineligible for reenlistment, those without a civilian skill, and those with low educational attainment. Training allowances are not paid in this program because the servicemen enrolled are receiving full military pay, allowances, and perquisites.

VII.

evaluation

Evaluation at every level of the manpower training program is required by the Manpower Development and Training Act. The Secretary of Health, Education, and Welfare and the Secretary of Labor are specifically charged with this responsibility though State administrators and local project directors are also required to evaluate the programs or projects they administer.

Evaluation Criteria

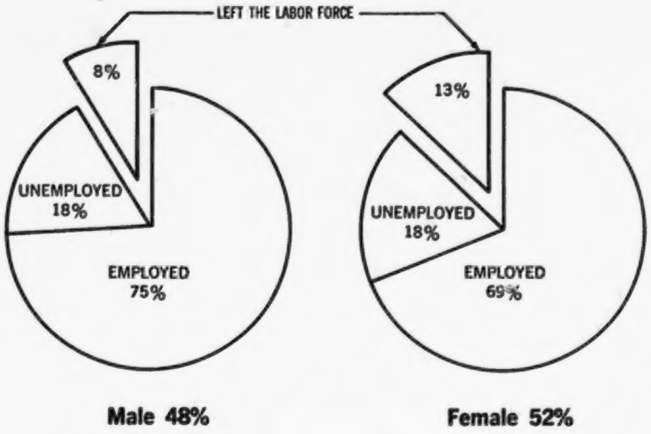
For legislators and administrators to determine how well the program is doing its job, clearly identified and generally accepted program goals and some means of measuring progress toward these goals must exist. The act is aimed at training the unemployed and underemployed to qualify them for jobs and upgrading the existing labor force in order to meet the Nation's needs for more complex skills in a technically advanced society. The primary measure of progress toward these goals is the extent to which trainees find satisfactory employment at the end of the training period.

From the beginning of the program strong efforts have been made to obtain data and to conduct analytical studies which would indicate the effectiveness of the program. These efforts were conceived, not to gather historical data, but rather as a continuing, practical process, with the findings reflected in program changes and legislative recommendations. Program goals have been adjusted as a result of these efforts, and progress has been measured against the new goals.

Data Reporting System

The data reporting system is based largely on information obtained from the trainee at the time of enrollment, his record during training, and the results of a series of followup efforts made during the year following completion of training. Analysis provides current operating information on the number and characteristics of trainees, the skills being taught, and the extent to which training results in successful placement. The information for this system is obtained locally and transmitted first to the

Chart VI.—LABOR FORCE STATUS OF PERSONS WHO COMPLETED INSTITUTIONAL TRAINING DURING 1967



State employment service agency and then to the Department of Labor in Washington. It is processed by computer, and output is fed to the agencies responsible for program operations. Fiscal data are also available but are not yet in a form which will permit meaningful analysis of the relative actual costs per trainee hour. At the present time, such data are available only from project proposals.

Additional information on which to base judgments of program effectiveness has been gained through special studies conducted or supported by the Departments of Labor and of Health, Education, and Welfare. Universities, foundations, and private investigators—some independently financed, some with Federal or State research support—have been among those contributing to the fund of information.

Placement and Earnings Data

According to followup studies conducted under the auspices of the Department of Labor, 72 percent of the persons who completed their training in 1967 were employed, 18 percent were unemployed, and 10 percent were out of the labor market at the time of last contact (chart VI). Additional tabulations on trainees 3, 6, and 12 months after their training showed that 85 percent of the persons who completed institutional training obtained jobs at some time during the first year following training.

The employment history of trainees indicates that a sharp rise in the proportion of persons who were steadily employed occurred after training. While only 40 percent of the trainees were employed more than three-fourths of the year before they entered training, this was true of 72 percent of the trainees after they completed a training course.

A study conducted by the National Opinion Research Center and sponsored by the Department of Labor attempted to compare the job market success of persons who had completed training with that of a control group which had not received training. At the time of the survey, 68 percent of the former trainees, as compared with 41 percent of the control group, were employed. In the period between the end of training and the survey, 86 percent of the trainees had been employed at some time, while only 64 percent of the control group had held a job during the same period. Prior to training the trainees had been unemployed 57 percent of the time; after training this figure dropped to 33 percent. Similar figures for the control group indicated a much smaller difference in the

TRAINING FOR JOBS: Manpower institutional programs effectively train the unemployed.

amount of time they were unemployed in the two periods—62 percent and 51 percent respectively.

Information from the regular reporting system indicates that earnings, too, substantially improved after training. Before training, 50 percent of the trainees made less than $1.50 per hour, 25 percent made between $1.50 and $1.99, and the remaining 25 percent made $2 or more. After training, only 18 percent of the trainees reported earnings of less than $1.50 per hour, while 34 percent were making between $1.50 and $1.99 per hour, and 48 percent were making $2 per hour or more.

Additional evidence of earnings improvement is available from a recent Manpower Administration study.[1] Data on more than 100,000 persons who completed MDTA institutional training during 1965 and 1966 and who were reported as employed following their training, indicated that median earnings for employed completers increased by 20 percent. This change, from an average of $1.44 per hour to $1.73 per hour, substantially exceeded the average wage increase during the same period. Whereas before training, one-third of the trainees had made less than $1.25 per hour (the minimum wage at the time of training), after training this was true for less than one-eighth (12 percent). At the other end of the scale, 37 percent of the trainees reported posttraining earnings of $2 or more per hour, an increase of 50 percent over the number in this category prior to training. The middle group, comprising 52 percent of the trainees, reported posttraining earnings between $1.25 and $2 per hour. Thus, hourly wages were higher for 58 percent of the trainees, while 25 percent reported about the same wages and 17 percent had wages lower than before training. The reported decline in earnings for some individuals was accounted for by trainees displaced from the labor market; these had to be retrained and to reenter the labor market with a new skill. Progress in earning capacity was reported for family heads, whose median income increased from a pretraining level of $1.54 per hour to a posttraining average of $1.87.

Further analysis of the data revealed that four-fifths of the trainees were employed in four of the major occupational classifications. Skilled occupations, which accounted for the greatest number of trainees (29 percent), also showed the highest posttraining earnings. The average wage for this group was $2.11 per hour, with more than half earning more than $3 per hour. Clerical and sales jobs were held by 23 percent of the trainees, while 17 percent were in semiskilled occupations, and 15 percent were in service occupations. In the skilled, semiskilled, and clerical and sales categories, more than 90 percent of the trainees had earnings above the minimum wage. In the service occupations, however, only two-thirds of the trainees were making more than $1.25 per hour.

A classification of the trainees by industry showed three-quarters of them were in manufacturing, services, and wholesale-retail trade (33, 27, and 14 percent respectively). Of those in manufacturing, 99 percent were making more than $1.25 per hour; for the service industry the figure was 78 percent and for the wholesale-retail sales group 83 percent. Mining, which accounted for less than 1 percent of the trainees, showed the largest proportion (73 percent) making more than $2 per hour, while agriculture (with 4 percent of the trainees) had the largest number (49 percent) making less than the minimum wage. Manufacturing had the smallest proportion (1 percent) making less than the minimum wage, while agriculture had the smallest proportion (9 percent) making more than $2 per hour.

State and Local Evaluation Efforts

In accordance with their agreements with the U.S. Commissioner of Education to provide training, the States must arrange for the evaluation of their institutional training programs. Valuable studies are emerging from these State and local analyses.

During 1968, local MDT personnel conducted a followup study of office and industrial occupations graduates in Syracuse, N.Y., to find out if the trainees were employed, if their performance was satisfactory, and if employer needs were being met. The employers (the respondent was usually the former trainee's immediate supervisor) were asked to rate the trainee on skills, promptness, attendance, ability to get along with fellow employees, and general ability to function in a work situation. Findings indicated that more than 75 percent of the office occupations graduates were employed full time when contacted. Comments from the employers were generally very favorable, and few trainees had been terminated. Where terminations occurred, the most frequent reason given was repeated lateness and absence. Recognizing this as a potential employment problem, the Syracuse projects have since sought to impart strong motivation for regular attendance and punctuality. Further recommendations included establishment of a followup program to start 1 month after the graduate was employed, in order to identify job problems in time to help the trainee correct them and remain employed. An equally important benefit from followup is the feedback to the project on the quality of training in terms of the employers' needs.

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[1] U.S. Department of Labor, Manpower Administration, "The Influence of MDTA Training on Earnings," Manpower Evaluation Report No. 8, December 1968.

The Arizona State Department of Vocational Education has recently developed an evaluation instrument which will assist State and Federal program administrators in appraising the State's efforts and also aid operating staff in project design and implementation. The major test of program effectiveness will be the extent to which trainees maintain and/or upgrade their employment in training-related occupations during or after training. Information will be gathered on the background of each project, and quantitative and qualitative ratings will be made on numerous factors affecting operations, including trainee characteristics, curriculum and facilities, placement, followup, and evaluation.

Cost and Benefit Analysis

A number of studies conducted in 1965 and since that time pertain to the type of analysis to be used and the type of criteria to be applied in assessing the effectiveness of the manpower program. Many of these studies cite the usefulness of followup data in supporting any conclusions on the effectiveness of training, and further recommend that control groups be used to improve the usefulness and reliability of evaluation studies. One pointed out that a trainee's gains should be compared with his own situation before training, or with the performance of nontrainees, rather than with gains of trainees in the same or other programs. A number of studies have emphasized the difficulty of obtaining direct measures of improvement in skills or productivity, and therefore have suggested that gains in employment or earnings be substituted.

Studies on the costs and benefits of training, while small in scope, have produced results which substantiate the value of the MDTA program. In 1964, an evaluation in Massachusetts compared training costs with lifetime earnings of retrained workers. Specifically, this study of 907 trainees estimated that the public investment of $600,000 in training would return more than $4 million in benefits over the working life of the trainees.[2] Another 1964 study in Connecticut showed benefits of a retraining program far greater than the costs, and went on to point out that the program's benefit-cost ratios for the Government and for the economy as a whole were much larger than those for the individual trainee.[3] A study by HEW based on a sample of 12,700 trainees estimated a return in gross earnings of $2.24 per year for each dollar invested and repayment of training costs in 5 years from trainees' increased Federal income taxes alone.

An earlier study of the economic aspects of training in West Virginia revealed that the employment status and earnings of trainees were notably better than those of nontrainees, and that the present and future benefits of training substantially outweigh the costs.[4] Two studies completed in 1965 concluded that training and retraining are a sound investment for the trainees and society; if the social and psychological benefits accruing from the return of an unemployed worker to the labor force are also considered, the benefits heavily outweigh the costs of training.

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[2] David A. Page, *Retraining Under the Manpower Development and Training Act: A Cost-Benefit Analysis*, Brookings Institution Studies of Government Finance, Reprint 86. Washington, D.C.: The Institution, 1964.

[3] Michael E. Borus, "The Economic Effectiveness of Retraining the Unemployed," Yale Economic Essays. Vol. 4, No. 2, Fall 1964: pp. 371–429.

[4] Gerald G. Somers and Ernst Stromsdorfer, "A Benefit-Cost Analysis of Manpower Retraining," Proceedings of the Industrial Relations Research Association, December 1964; Glen G. Cain and Ernst Stromsdorfer, "An Economic Evaluation of the Government Retraining of the Unemployed in West Virginia, 1965," mimeographed.

The need for more cost-effectiveness analysis of the manpower program has been recognized by all who are responsible for the administration and evaluation of the program. A recent Department of Labor study attempted to analyze the costs and benefits of both on-the-job and institutional training programs.[5] This sample study indicated that participants in MDTA training programs returned to society *within 1 year* more than the total cost of the programs to the Federal Government. When direct and indirect benefits to society are compared to the Federal investment per trainee, both on-the-job programs, with a benefit-cost ratio of 3.28 to 1, and institutional programs, with a ratio of 1.78 to 1 (in the first year after training), are beneficial. Institutional programs were found, on the basis of increments to earnings, to produce slightly better outcomes for trainees. The cause for this was the larger increase in the duration of employment for the institutional trainees.

The provision of improved program data on comparative costs of components and programs are basic to the analysis of alternatives. Although the available studies agree that benefits as a whole more than repay program costs, the measurement of benefits of manpower training is still crude. The benefits attributable to specific parts of the program need to be identified more clearly, and the definitions underlying computations of costs and benefits to the individual and to society need to be sharpened.

Field Reviews

Field reviews conducted (often jointly) by the evaluation staffs of the Department of Labor and the Department of Health, Education, and Welfare have provided some insight on questions which cannot be answered from the available data. Findings from these surveys spotlighting problem areas have often resulted in administrative adaptations and requests for legislative change.

A field review of institutional projects undertaken in the fall of 1967 pinpointed a number of areas of concern to State administrators and project directors. Recruitment and retention of competent staff were frequently pointed to as serious problems resulting from fluctuating operations. (A similar study conducted in 1968 suggested that the staffing problems had grown more serious with the decline in the trainee populations and less effective use of Manpower Training Skills Centers.)

Another issue raised in the 1967 study, of great importance in the majority of projects studied, was the need for more inservice training for manpower personnel. Sensitizing MDT staffs to the learning patterns and attitudes of disadvantaged trainees, and to their need for supportive services in order to benefit from training, was stressed by the institutional training administrators interviewed. Early in the program the special learning problems of the disadvantaged were surfaced, and these observations have since been confirmed, strengthened, and amplified through a series of experimental and demonstration projects which have provided special instructional and supportive services to disadvantaged persons. The 1967 study also indicated the need for a training program to acquaint project staffs, particularly new recruits, with the needs of disadvantaged trainees. Special inservice training institutes (AMIDS) were organized by the Department in 1968 in an effort to meet this need. Under this special training program, instructors are made more aware of the background of their trainees, their personal needs, and their special learning problems.

The need for corrective action was suggested early in 1968 by reports of excessively high early termination rates in some projects. While the reports did not entirely reflect the experience of program staff, they suggested the need to consider corrective action. A joint review team organized by evaluation staffs of the Departments of Labor and of this Department uncovered a series of irregularities which had led to a wide discrepancy between the true rate of early terminations and the rate indicated by the reporting system. Definitions were being interpreted differently by program administrators; forms were being carelessly filled out and submitted without controls to insure prompt receipt; and inadequate screening of forms resulted in inaccurate descriptions of terminations. The effect was to supply misleading information to program administrators. The review team recommended revamping the reporting form, reissuing and clarifying the instructions, and tightening administrative review to assure accuracy and comparability of future reports. Further study and experimentation on followup methods were also recommended. For example, individual contacts by outreach personnel were reported to have reduced early terminations in several projects.

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[5] *Manpower Report of the President*, Washington, D.C., U.S. Department of Labor, January 1969, p. 219.

Need for Expanding Evaluation Efforts

While the manpower training reporting system has been characterized as the best of any manpower or antipoverty program, the analysis of the data and its practical use by legislators and administrators have highlighted the need for more accurate and timely data, for a wider range of information, and for more intensive evaluation. A number of research and evaluation projects have suggested improvements, and review of the system is constantly going forward to provide a regular flow of relevant and accurate information. A concerted effort is also being made to improve the completeness and accuracy of the data submitted by local project administrators and to speed its transmission.

The need for data which will allow comparisons between various types of programs, both within and outside the scope of manpower training, has been recognized. Program staff, as well as the Congress and independent evaluators, are aware of the need to adjust the program closely to new developments and shifts in the economy in order to make the most effective use of funds.

A number of questions arise in this context, among them:

1. What training methods work, and for whom; within each program; and what are the most effective means of providing training and services?
2. How adequate are the resources in relation to needs? To what extent are program objectives compromised by the emergence of unforeseen needs?
3. Do the target populations as now described accurately reflect the priorities of current manpower needs?
4. What kinds of alternative programs would serve more people, provide services at lower cost, do a better job of reaching those most in need, or achieve results more promptly?

In order to at least partially answer some of these questions, and to improve knowledge about the institutional program and four other programs (Job Corps, NYC out-of-school, JOBS, and New Careers) a major research effort has been financed jointly by the Department of Labor and the Office of Economic Opportunity. This 3-year project will study enrollees in the five programs from the time of their enrollment, through training, and for 18 months after termination. The study, to be carried out in 10 major cities of the United States, will gather data on the trainees' socioeconomic and employment backgrounds, attitudes, aspirations, experiences in the training program, and subsequent income and employment experience. An attempt will be made to gather comparable data on a control group. The results of this study will indicate the impact of the five separate programs, and will permit an assessment of different manpower training arrangements (e.g., on-the-job training, institutional instruction, and coupled on-the-job training) used in varying degrees in these programs. This study will for the first time assess the contribution of individual programs and components to successful outcomes.

Such studies constitute a major step in the right direction. Nevertheless a much stronger evaluation program in HEW as well as in the Department of Labor is necessary if answers are to be found for the urgent questions of both the Congress and program managers.

statistical tables

Summary Data

Table number

A–1 Training opportunities and Federal funds authorized under the MDTA, by fiscal year and by program, 1963 to 1968.
A–2 Enrollment opportunities and Federal obligations for training programs by State and by program, cumulative August 1962–June 1968 and fiscal year 1968.
A–3 HEW approved training budget categories for Federal funds authorized under the MDTA, by fiscal year.

Selected Characteristics of Trainees Enrolled in

Institutional training:

B–1 Cumulative and for fiscal years 1963–68.
B–2 By sex, cumulative and for fiscal years 1968 and 1967.
B–3 By age, fiscal years 1968 and 1967.
B–4 By years of school completed, fiscal years 1968 and 1967.
B–5 By color and sex, fiscal years 1968 and 1967.
B–6 Unemployed enrollees by duration of pretraining unemployment, fiscal years 1968 and 1967.
B–7 Male enrollees by their military status at time of enrollment, fiscal years 1968 and 1967.
B–8 By State, fiscal years 1968 and 1967.

On-the-job Training:

B–9 By State, fiscal years 1968 and 1967.
B–10 Cumulative, and for fiscal years 1963–68.
B–11 By sex, cumulative and for fiscal years 1968 and 1967.

Occupational Categories of Training

C–1 Institutional program, fiscal years 1968 and 1967.
C–2 On-the-job program, fiscal years 1968 and 1967.
C–3 By sex and color, fiscal years 1968 and 1967.
C–4 By age and by educational level, fiscal years 1968 and 1967.
C–5 For on-the-job training, by sex and color, fiscal years 1968 and 1967.

Selected Characteristics of Trainees Who Dropped Out of Training

Table number

D–1 By sex and age, fiscal year 1968.
D–2 By sex and age, fiscal year 1967.

Labor Force Status of Persons Completing Training in 1967

E–1 Labor force status, and for those employed their posttraining and pretraining hourly earnings, by type of program.
E–2 Percentage having had some employment since training, and labor force status at time of last contact, by State.
E–3 Labor force status, and for those employed their posttraining and pretraining hourly earnings, by sex and color.
E–4 Posttraining hourly earnings compared with pretraining hourly earnings, by sex and color.
E–5 Earnings after training of persons in each pretraining earnings group.

Rural Versus Urban County of Residence

F–1 Selected enrollee characteristics by type of county of residence, by sex, fiscal years 1968 and 1967.

Trainees 45 Years Old or Older

G–1 Selected characteristics of older *institutional* trainees in fiscal year 1968, by sex and age group.
G–2 Selected characteristics of older *on-the-job* trainees in fiscal year 1968, by sex and age group.
G–3 Selected characteristics of older institutional enrollees during fiscal years 1968 and 1967 by years of school completed.
G–4 Occupational categories of training of older institutional enrollees during fiscal years 1968 and 1967, by sex and color.
G–5 Labor force status of older persons completing institutional training during fiscal year 1967 and posttraining and pretraining hourly earnings of those employed, by sex and color.

Trainees in Health Occupations

H–1 Selected characteristics by sex and age, fiscal years 1968 and 1967.
H–2 Enrollees by occupational goal and color, fiscal years 1968 and 1967.
H–3 Labor force status of persons completing training in a health occupation during 1967 and posttraining and pretraining hourly earnings of those employed, by sex and color.

Trainees Referred to Training on an Individual Basis

I–1 Selected characteristics by sex and age, fiscal years 1968 and 1967.
I–2 Selected characteristics by State, fiscal years 1968 and 1967.
I–3 Occupational categories of training, fiscal years 1968 and 1967, by sex and color.
I–4 Labor force status, and posttraining and pretraining hourly earnings of those employed, by sex and color, fiscal year 1967.

Public Assistance Recipients

Table number

J–1 Selected characteristics by sex and age, fiscal years 1968 and 1967.

Disadvantaged Trainees

K–1 Selected characteristics by sex and age, fiscal years 1968 and 1967.
K–2 Occupational categories of training, fiscal years 1968 and 1967, by sex and color.

Table A-1.—Training Opportunities and Federal Funds Authorized Under the Manpower Development and Training Act,[1] by Fiscal Year and by Program, 1963-68

Fiscal year	Total	Institutional	On-the-job			Part-time and other training	Concentrated Employment Program
			Total	OJT (only)	Coupled		
Training opportunities:							
Total	1,300,800	739,500	455,900	321,500	134,400	8,700	96,700
1968	252,600	114,000	104,600	61,900	42,700	8,300	25,700
1967	316,900	126,000	152,900	102,700	50,200	400	37,600
1966	314,500	163,000	118,100	[2] 94,300	[2] 23,800	----------	33,400
1965	231,800	167,100	64,700	47,000	17,700	----------	----------
1964	125,800	112,500	13,300	13,300	----------	----------	----------
1963	59,200	56,900	2,300	2,300	----------	----------	----------
Federal funds:							
Total	$1,529,690,000	$1,153,880,000	$299,287,000	$167,495,000	$131,792,000	$5,597,000	$70,926,000
1968	332,491,000	216,586,000	89,837,000	46,232,000	43,605,000	5,501,000	20,567,000
1967	347,409,000	215,492,000	106,917,000	56,305,000	50,612,000	96,000	24,904,000
1966	365,104,000	281,710,000	57,939,000	[2] 33,515,000	[2] 24,424,000	----------	25,455,000
1965	286,505,000	249,348,000	37,157,000	24,006,000	13,151,000	----------	----------
1964	142,111,000	135,525,000	6,586,000	6,586,000	----------	----------	----------
1963	56,070,000	55,219,000	851,000	851,000	----------	----------	----------

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[1] Beginning July 1, 1965, includes training opportunities and funds for redevelopment areas under sec. 241 of the MDTA.

[2] Estimated by U.S. Office of Education.

Table A-2.—Enrollment Opportunities and Federal Obligations for Training Programs Under the MDTA, by State, August 1962–June 1968 and Fiscal Year 1968

[Thousands]

State	Total, August 1962–June 1968						Fiscal year 1968					
	Enrollment opportunities			Federal obligations			Enrollment opportunities			Federal obligations		
	Total [1]	Institutional [2]	On-the-job [3]	Total [1]	Institutional [2]	On-the-job [3]	Total [1]	Institutional	On-the-job	Total [1]	Institutional	On-the-job
United States	1,301.9	745.7	460.3	$1,530,265	$1,164,812	$302,383	253.1	114.0	104.6	$332,491	$216,586	$89,837
Alabama	19.6	12.8	4.0	24,000	19,819	2,265	3.5	1.8	1.0	5,699	4,627	640
Alaska	3.5	3.2	.3	6,791	6,425	317	.6	.4	.2	1,438	1,106	283
Arizona	13.7	6.7	4.3	14,914	10,247	2,820	5.4	1.3	1.3	4,590	1,747	995
Arkansas	11.6	6.3	5.0	11,316	8,884	1,654	2.1	1.2	.9	2,804	2,332	472
California	152.5	78.3	65.2	187,514	138,614	42,391	30.7	13.5	16.3	48,722	32,046	15,757
Colorado	11.0	6.7	3.8	15,738	12,918	2,376	2.4	1.2	.7	3,692	2,559	688
Connecticut	27.5	18.4	8.3	20,898	12,747	6,421	4.0	.9	2.4	5,462	1,563	2,310
Delaware	3.1	1.7	1.4	2,941	2,423	518	.8	.3	.5	495	385	110
District of Columbia	30.0	8.9	19.1	31,620	8,119	21,061	7.1	1.7	5.4	9,916	1,727	7,733
Florida	24.6	17.8	6.2	25,143	21,879	2,835	4.6	2.8	1.2	5,620	4,432	759
Georgia	24.9	12.7	10.2	26,220	18,543	6,696	3.6	2.2	1.4	4,750	3,835	915
Guam	.3	.3	----------	423	423	----------	.1	.1	----------	93	93	----------
Hawaii	5.5	2.3	2.2	4,893	2,317	2,176	1.4	.4	(4)	949	537	12
Idaho	2.1	1.4	.7	3,293	2,826	467	.4	.2	.2	621	492	129
Illinois	79.2	45.6	28.5	99,196	74,050	23,106	14.0	5.3	6.5	16,337	9,671	6,501
Indiana	22.8	14.1	7.7	28,977	22,540	5,219	5.4	2.5	1.9	6,511	3,984	1,309
Iowa	10.3	7.1	3.2	16,865	14,358	2,108	2.2	1.1	.9	3,733	2,637	697
Kansas	12.1	6.4	5.6	14,977	13,912	1,056	1.5	.9	.5	2,120	1,955	156
Kentucky	26.2	17.1	8.0	37,716	31,987	4,677	5.7	2.8	1.8	5,836	3,618	1,166
Louisiana	22.5	7.0	10.5	19,821	14,562	3,924	2.9	1.4	1.5	4,020	3,171	849
Maine	13.3	8.8	4.3	9,261	7,117	1,560	2.4	1.0	1.2	2,277	1,128	565
Maryland	20.8	9.6	6.6	16,079	10,199	3,431	3.7	1.7	2.0	3,464	2,636	828
Massachusetts	42.5	25.3	11.3	51,039	37,039	10,842	8.1	3.3	4.3	12,631	5,922	5,728
Michigan	50.6	30.6	16.4	77,395	58,572	17,434	6.3	3.6	2.7	11,999	9,075	2,924
Minnesota	21.2	13.6	6.9	30,672	24,714	4,526	4.7	2.1	1.9	7,535	3,808	2,295
Mississippi	19.0	10.0	6.0	28,516	23,227	4,708	5.5	1.8	.7	5,610	4,485	663
Missouri	28.7	18.3	7.0	39,168	30,453	6,598	3.7	2.2	.8	6,344	4,401	765
Montana	4.6	3.1	.8	5,808	4,582	435	1.0	.4	(4)	1,567	754	22
Nebraska	7.6	6.2	1.2	10,965	10,385	546	1.6	1.2	.2	2,346	2,174	138
Nevada	6.6	3.6	1.7	6,270	5,139	722	2.1	.5	.3	1,371	729	233
New Hampshire	5.8	4.0	1.5	5,507	4,634	473	.9	.5	.1	1,366	887	79
New Jersey	56.6	27.7	23.0	59,499	44,216	12,381	14.2	6.8	4.1	13,574	9,862	2,858
New Mexico	4.5	3.8	.6	6,741	5,790	363	1.3	1.0	.2	2,399	1,684	127
New York	115.2	65.4	45.8	163,576	130,341	29,164	20.3	8.2	11.7	34,699	23,963	9,724
North Carolina	23.4	10.6	12.6	21,307	16,960	3,947	3.9	1.8	1.9	4,811	3,445	966
North Dakota	3.9	2.7	1.2	7,490	6,527	963	.5	.3	.2	1,137	897	240
Ohio	58.3	36.4	15.3	67,682	52,700	11,362	11.2	5.8	2.3	12,061	9,476	1,797
Oklahoma	14.3	11.3	2.8	11,669	9,878	1,391	2.4	1.5	.7	2,923	2,160	363
Oregon	13.4	7.8	3.8	13,095	10,291	2,333	4.2	1.3	1.1	3,495	1,871	1,153
Pennsylvania	69.0	38.4	23.7	79,883	62,759	13,189	14.3	6.4	7.7	15,272	11,621	3,618
Puerto Rico	21.2	13.0	8.2	15,052	13,363	1,682	1.9	1.3	.6	2,475	2,299	169
Rhode Island	5.2	3.4	1.4	6,623	5,208	883	1.4	.6	.4	1,805	992	281
South Carolina	19.0	12.2	6.6	17,758	15,481	1,499	2.4	1.2	1.0	3,344	2,183	383
South Dakota	4.1	1.7	2.4	5,715	4,497	1,218	.9	.3	.6	1,171	801	370
Tennessee	27.7	13.7	12.4	28,683	21,644	5,310	5.6	1.9	2.1	6,953	3,800	1,424
Texas	49.9	25.3	17.5	54,609	33,270	16,781	13.3	5.4	6.6	17,574	8,334	7,946
Utah	4.8	3.5	1.3	7,117	6,346	771	.7	.6	.1	1,477	1,384	93
Vermont	3.5	2.8	.6	4,730	4,123	474	.4	.2	.1	584	335	116
Virginia	16.1	11.8	4.0	16,338	13,550	2,357	3.2	2.3	.6	3,478	2,771	276
Virgin Islands	.8	.8	(3)	390	375	15	(3)	(4)	----------	43	43	----------
Washington	27.9	21.2	4.9	21,291	18,352	2,522	5.4	3.1	.5	4,299	3,523	359
West Virginia	13.6	7.7	5.9	13,237	10,277	2,960	1.9	.6	1.3	1,825	1,399	426
Wisconsin	24.0	15.4	8.0	30,929	22,479	7,272	5.1	3.1	1.8	6,770	5,007	1,363
Wyoming	1.6	1.2	.4	2,915	2,731	184	.2	(4)	.2	384	320	64

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[1] Includes authorizations for Redevelopment Areas under section 241 of the MDTA.

The totals for some States include data for the Concentrated Employment Program (CEP) and for part-time training projects for skill upgrading, not shown separately. Enrollment opportunities for CEP totaled 64,400 for the period August 1962–June 1968 and 26,200 for fiscal 1968; funds were $46,046,000 and $20,567,000, respectively. Enrollment opportunities for part-time training projects were 31,500 for August 1962–June 1968, 8,300 for fiscal 1968; funds were $17,024,000 and $5,501,000, respectively.

[2] These figures include 6,200 enrollment opportunities and $10,932,000 in Federal obligations funded from the fiscal 1966 MDTA appropriation but considered part of the CEP and allocated to that program in the national figures.

[3] These figures includes 4,400 enrollment opportunities and $3,096,000 in obligations from the fiscal 1966 MDTA appropriations allocated to the CEP.

Opportunities authorized and funds obligated under national contracts are generally shown in the State in which the contract was signed rather than in the State in which the training was given. National contracts represent a significant proportion of OJT training opportunities and Federal funds for the District of Columbia but are relatively minor for other States.

[4] Less than 50.

Table A-3.—Department of Health, Education, and Welfare Approved Training Budget Categories for Federal Funds Authorized Under the MDTA, by Fiscal Year

Budget category	Fiscal year of approval					
	1968	1967	1966	1965	1964	1963
Total HEW training budget (000)	$130,443	$106,187	$120,123	$118,670	$80,863	$33,000
PERCENT OF TOTAL						
Instructional services	51	64	63	61	56	58
Fixed charges	16	12	8	6	8	4
Maintenance and repair	9	1	1	1	6	2
Equipment purchase	3	7	14	18	23	27
Other costs (n.e.c.)	21	16	14	14	8	9

Table B-1.—Selected Characteristics of Persons Enrolled in MDTA Institutional Training Projects, Cumulative and for Fiscal Years, 1963–68

Characteristic	Cumulative	Fiscal year trainee enrolled			
		1968	1967	1966	1963–65
Trainees enrolled	713,400	140,000	150,000	177,500	245,900
PERCENT OF TOTAL					
Sex:					
Male	58	55	57	58	61
Female	42	45	43	42	39
Education:					
Less than 8th grade	7	9	8	7	7
8th grade	10	10	11	10	9
9th–11th grade	36	41	39	36	33
12th grade	41	35	38	42	44
Over 12th grade	6	6	5	6	7
Age:					
Under 19 years	15	15	16	16	15
19–21 years	23	24	24	22	24
22–44 years	51	51	49	51	51
45 years and over	11	11	11	11	10
Color:					
White	62	51	59	62	69
Nonwhite [1]	38	49	41	38	31
Labor force status:					
Unemployed (including family farm workers)	85	80	81	84	91
Reentrant to labor force	3	3	3	4	2
Underemployed	12	17	16	13	7
Duration of unemployment:					
Less than 5 weeks	33	31	36	36	31
5–14 weeks	24	24	24	23	24
15–26 weeks	14	16	14	13	14
27–52 weeks	11	11	10	10	11
Over 52 weeks	19	18	17	19	20
Gainfully employed 3 years or more	60	55	57	61	63
Head of family	54	55	54	54	54
3 or more dependents	25	25	24	25	26
Unemployment insurance claimant	14	9	10	13	20
Public assistance recipient	11	13	12	11	10
Handicapped	8	9	10	8	7
Eligible for allowance	75	83	81	79	65

[1] Approximately 93 percent of nonwhite are Negro.

Note: Detail may not add to 100 due to rounding.

Table B-2.—Selected characteristics of Persons Enrolled in MDTA Institutional Training Projects, Cumulative through June 1968, and for Fiscal Years 1968 and 1967, by Sex

Characteristic	Cumulative, fiscal years 1963–68			Fiscal year 1968			Fiscal year 1967		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Trainees enrolled	713,400	413,800	299,600	140,000	77,000	63,000	150,000	85,500	64,500
Percent	100	58	42	100	55	45	100	57	43
PERCENT OF TOTAL									
Education:									
Less than 8th grade	7	10	4	9	12	6	8	10	4
8th grade	10	12	6	10	13	7	11	14	7
9th–11th grade	36	39	33	41	43	37	39	42	36
12th grade	41	34	49	35	29	42	38	31	47
Over 12th grade	6	5	8	6	3	9	5	4	6
Age:									
Under 19 years	15	16	15	15	16	13	16	17	15
19–21 years	23	23	23	24	24	23	24	23	25
22–44 years	51	52	49	51	51	51	49	51	47
45 years and over	11	9	13	11	9	13	11	10	13
Color:									
White	62	66	56	51	55	47	59	63	53
Nonwhite	38	34	44	49	45	53	41	37	47
Labor force status:									
Unemployed (including family farmworkers)	85	87	82	80	84	76	81	84	78
Reentrant to labor force	3	1	5	3	1	6	3	1	6
Underemployed	12	12	13	17	15	18	16	15	16
Duration of unemployment:									
Less than 5 weeks	33	38	26	31	36	24	36	41	28
5–14 weeks	24	27	19	24	28	20	24	27	20
15–26 weeks	14	14	13	16	16	15	14	13	14
27–52 weeks	11	10	12	11	10	13	10	8	11
Over 52 weeks	19	12	30	18	10	28	17	11	27
Gainfully employed 3 years or more	60	66	50	55	61	48	57	64	48
Head of family	54	61	44	55	59	49	54	59	46
3 or more dependents	25	31	16	25	29	19	24	30	16
Unemployment insurance claimant	14	19	8	9	12	5	10	13	6
Public assistance recipient	11	9	15	13	9	17	12	9	16
Handicapped	8	12	4	9	13	5	10	14	5
Eligible for allowance	75	83	64	83	89	76	81	87	74

Note: Detail may not add to 100 due to rounding.

Table B-3.—Selected Characteristics of Persons Enrolled in MDTA Institutional Training Projects in Fiscal Years 1968 and 1967, by Age

Characteristic	Fiscal year 1968					Fiscal year 1967				
	Total	Under 19	19–21	22–44	45 and over	Total	Under 19	19–21	22–44	45 and over
Trainees enrolled	140,000	20,600	32,800	71,300	15,300	150,000	24,600	35,400	73,500	16,500
Percent	100	15	24	51	11	100	16	24	49	11
PERCENT OF TOTAL										
Sex:										
Male	55	62	56	55	46	57	60	55	59	49
Female	45	38	44	45	54	43	40	45	41	51
Education:										
Less than 8th grade	9	6	4	10	20	8	5	4	8	17
8th grade	10	12	7	10	14	11	13	7	10	17
9th–11th grade	40	53	44	38	24	39	48	42	38	27
12th grade	35	29	42	35	27	38	34	44	38	29
Over 12th grade	6	(1)	3	6	15	5	(1)	3	6	10
Color:										
White	51	52	46	50	68	59	59	53	58	74
Nonwhite	49	48	54	50	32	41	41	47	42	26
Labor force status:										
Unemployed (including family farm workers)	80	83	82	80	75	81	83	82	80	80
Reentrant to labor force	3	1	1	3	9	3	4	2	3	7
Underemployed	17	16	17	17	16	16	14	16	17	14
Duration of unemployment:										
Less than 5 weeks	31	35	36	29	22	36	39	41	35	26
5–14 weeks	24	26	26	24	20	24	24	25	24	19
15–26 weeks	16	15	16	16	16	14	12	13	14	14
27–52 weeks	11	10	11	12	13	10	8	9	10	11
Over 52 weeks	18	15	12	20	30	17	17	12	17	29
Gainfully employed 3 years or more	55	6	20	78	90	57	8	23	81	82
Head of famly	55	16	38	71	65	54	15	36	72	68
3 or more dependents	25	1	6	40	24	24	1	6	41	25
Unemployment insurance claimant	9	1	6	12	12	10	2	6	14	14
Public assistance recipient	13	8	8	16	10	12	7	7	16	12
Handicapped	9	5	7	10	17	10	6	8	11	18
Eligible for allowance	83	84	89	82	75	81	75	86	82	79

[1] Less than 0.5 percent.

Note: Detail may not add to 100 due to rounding.

Table B-4.—Selected Characteristics of Persons Enrolled in MDTA Institutional Training Projects in Fiscal Years 1968 and 1967, by Years of School Completed

Characteristic	Fiscal year 1968					Fiscal year 1967				
	Total	Less than 9	9–11	12	Over 12	Total	Less than 9	9–11	12	Over 12
Trainees enrolled	140,000	27,000	56,600	48,600	7,800	150,000	27,000	58,500	57,000	7,500
Percent	100	19	40	35	6	100	18	39	38	5
PERCENT OF TOTAL										
Sex:										
Male	55	71	60	45	31	57	74	61	47	43
Female	45	29	40	55	69	43	26	39	53	57
Age:										
Under 19 years	15	14	19	12	1	16	16	20	15	1
19–21 years	24	13	26	29	12	24	14	25	28	15
22–44 years	51	55	48	51	58	49	50	47	49	61
45 years and over	11	19	7	8	29	11	20	8	9	23
Color:										
White	51	58	44	53	72	59	65	52	61	71
Nonwhite	49	42	56	47	28	41	35	48	39	29
Labor force status:										
Unemployed (including family farmworkers)	80	86	83	77	64	81	86	84	78	68
Reentrant to labor force	3	2	2	3	19	3	2	2	3	13
Underemployed	17	13	15	21	17	16	12	14	19	19
Duration of unemployment:										
Less than 5 weeks	31	31	31	31	23	36	34	37	37	31
5–14 weeks	24	24	25	24	18	24	23	24	24	21
15–26 weeks	16	15	16	16	13	14	13	14	13	14
27–52 weeks	11	11	11	11	11	10	10	10	9	10
Over 52 weeks	18	19	16	17	36	17	21	16	17	24
Gainfully employed 3 years or more	55	68	49	51	70	57	68	53	53	72
Head of family	55	66	56	50	39	54	64	55	48	48
3 or more dependents	25	38	25	19	16	24	37	25	19	20
Unemployment insurance claimant	9	9	8	10	7	10	10	10	11	10
Public assistance recipient	13	16	15	9	5	12	19	14	8	5
Handicapped	9	14	8	9	8	10	15	9	38	10
Eligible for allowance	83	86	86	83	55	82	85	84	79	67

Note: Detail may not add to 100 due to rounding.

Table B-5.—Selected Characteristics of Persons Enrolled in MDTA Institutional Training Projects in Fiscal Years 1968 and 1967, by Color and Sex

Characteristic	Fiscal year 1968							Fiscal year 1967						
	Total	White			Nonwhite[1]			Total	White			Nonwhite[1]		
		Total	Male	Female	Total	Male	Female		Total	Male	Female	Total	Male	Female
Trainees enrolled	140,000	71,400	42,100	29,300	68,600	35,700	32,900	150,000	88,500	54,000	34,500	61,500	31,400	30,100
Percent	100	100	59	41	100	52	48	100	59	61	39	41	51	49
PERCENT OF TOTAL														
Education:														
Less than 8th grade	9	10	13	6	8	11	5	7	8	10	4	7	10	4
8th grade	10	12	15	7	8	10	7	11	12	16	7	8	10	6
9th–11th grade	40	34	38	29	46	50	42	39	34	36	31	45	49	40
12th grade	35	36	31	45	34	27	42	39	40	34	50	37	28	45
Over 12th grade	6	8	4	14	3	3	4	5	6	4	9	3	3	4
Age:														
Under 19 years	14	14	15	13	14	16	12	16	16	16	15	16	17	15
19–21 years	23	21	22	19	26	25	27	23	21	21	21	27	25	29
22–44 years	52	50	52	48	53	51	54	50	49	52	45	51	51	50
45 years and over	11	15	11	21	7	8	7	11	14	11	19	7	8	7
Labor force status:														
Unemployed (including family farmworkers)	80	78	81	73	83	87	78	81	80	83	77	82	85	79
Reentrant to labor force	3	4	1	9	2	1	2	3	4	1	8	2	1	3
Underemployed	17	18	18	18	16	12	19	16	16	16	16	16	14	18
Duration of unemployment:														
Less than 5 weeks	31	32	37	24	30	34	25	36	38	43	29	35	40	29
5–14 weeks	24	24	28	19	25	28	21	24	24	26	19	24	27	21
15–26 weeks	16	15	16	14	16	17	16	14	13	13	13	14	14	14
27–52 weeks	11	11	10	12	12	11	14	10	9	8	11	11	9	12
Over 52 weeks	18	18	10	32	17	10	25	17	17	10	29	17	10	24
Gainfully employed 3 years or more	56	59	65	51	52	58	45	58	61	67	51	54	61	46
Head of family	55	54	62	42	56	57	56	54	54	62	41	55	58	52
3 or more dependents	25	24	31	15	26	29	22	25	24	31	13	25	31	19
Unemployment insurance claimant	9	11	15	6	7	10	4	10	12	15	7	8	11	5
Public assistance recipient	12	10	9	12	15	9	21	12	10	9	12	15	9	21
Handicapped	10	13	18	7	5	8	3	10	13	17	7	6	8	3
Eligible for allowance	83	81	89	69	86	90	81	82	81	88	69	84	88	80

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[1] Approximately 93 percent of nonwhite are Negro (90 percent of the nonwhite men and 95 percent of the nonwhite women are Negro).

Note: Detail may not add to 100 due to rounding.

Table B-6.—Selected Characteristics of Unemployed Persons Enrolled in MDTA Institutional Training Projects During Fiscal Years 1968 and 1967, by Duration of Pretraining Unemployment

Characteristic	Weeks unemployed									
	Fiscal year 1968					Fiscal year 1967				
	Total	Less than 5	5–14	15–26	27 and over	Total	Less than 5	5–14	15–26	27 and over
Unemployed trainees enrolled	112,000	34,700	26,900	17,900	[1] 32,500	120,000	43,200	28,400	16,200	[2] 32,200
Percent	100	31	24	16	29	100	36	24	14	27
PERCENT OF TOTAL										
Sex:										
Male	57	67	65	59	40	59	67	66	58	41
Female	43	33	35	41	60	41	33	34	42	59
Education:										
Less than 8th grade	10	9	10	10	10	8	7	7	8	10
8th grade	10	11	10	10	11	11	11	11	11	12
9th–11th grade	42	43	44	43	40	41	41	42	42	38
12th grade	33	34	33	34	33	37	38	37	35	35
Over 12th grade	5	3	3	4	7	4	4	4	4	5
Age:										
Under 19 years	15	17	17	14	13	17	18	17	15	16
19–21 years	24	28	26	25	18	24	27	26	23	19
22–44 years	51	48	49	51	55	49	47	49	51	50
45 years and over	10	7	8	10	15	11	8	9	11	16
Color:										
White	50	52	49	48	50	58	60	58	56	57
Nonwhite	50	48	51	52	50	42	40	42	44	43
Gainfully employed 3 years or more	53	54	53	54	52	56	57	57	57	53
Head of family	55	56	56	55	53	54	56	54	55	50
3 or more dependents	25	24	25	25	26	24	24	24	25	25
Unemployment insurance claimant	11	10	16	15	5	12	11	19	18	4
Public assistance recipient	14	6	11	15	24	13	6	10	14	25
Handicapped	10	9	9	10	12	11	9	10	11	13
Eligible for allowance	86	90	89	87	78	83	87	86	84	76

[1] 61 percent were unemployed over 52 weeks.

[2] 64 percent were unemployed over 52 weeks.

Note: Detail may not add to 100 due to rounding.

Table B-7.—Selected Characteristics of Men Enrolled in MDTA Institutional Projects During Fiscal Years 1968 and 1967 by Their Military Status at Time of Enrollment

Characteristic	Fiscal year 1968				Fiscal year 1967			
	Total	Veteran	Rejectee	Other nonveteran	Total	Veteran	Rejectee	Other nonveteran
Male trainees enrolled	77,000	23,100	7,700	46,200	85,500	29,100	8,500	47,900
Percent	100	30	10	60	100	34	10	56
PERCENT OF TOTAL								
Education:								
Less than 8th grade	12	8	13	13	10	7	12	11
8th grade	12	12	13	13	13	13	15	14
9th–11th grade	44	36	47	47	42	35	45	45
12th grade	29	39	26	25	32	40	26	28
Over 12th grade	3	5	2	3	4	6	2	3
Age:								
Under 19 years	16	1	5	25	16	1	8	27
19–21 years	24	10	43	28	23	9	47	26
22–44 years	52	74	49	40	52	75	42	39
45 years and over	9	15	3	7	10	15	3	7
Color:								
White	55	62	49	53	63	71	58	59
Nonwhite	45	38	51	47	37	29	42	41
Labor force status:								
Unemployed (including family farmworker)	84	83	85	84	84	84	84	84
Reentrant to labor force	1	1	1	1	1	1	1	2
Underemployed	15	16	14	15	15	15	15	15
Duration of unemployment:								
Less than 5 weeks	36	34	38	36	42	40	45	42
5–14 weeks	28	27	28	28	27	27	28	26
15–26 weeks	16	17	16	16	13	14	13	13
27 to 52 weeks	10	11	9	10	8	9	7	8
Over 52 weeks	10	11	10	10	10	10	7	10
Gainfully employed 3 years or more	61	89	53	49	65	91	52	51
Head of family	59	76	50	52	60	76	47	52
3 or more dependents	30	41	18	25	31	43	17	25
Unemployment insurance claimant	13	19	10	10	14	21	10	10
Public assistance recipient	9	9	8	9	9	9	7	9
Handicapped	13	17	24	10	14	17	22	11
Eligible for allowance	89	89	92	89	88	90	89	86

Note: Detail may not add to 100 due to rounding.

Table B-8, Part A.—Selected Characteristics of Trainees Enrolled in MDTA Institutional Training Courses During Fiscal Year 1968, by State

State	Trainees enrolled	Percent							
		Male	White	Head of family	Education		Age		Unemployed 15 weeks and over
					8 and under	12 and over	21 and under	45 and over	
U.S. total	140,000	55	51	55	19	40	38	11	45
Alabama	2,700	44	34	70	15	49	30	12	47
Alaska	600	47	51	42	26	44	40	7	43
Arizona	1,600	48	50	74	28	32	29	8	48
Arkansas	1,200	55	72	69	21	50	26	17	43
California	19,600	66	47	57	15	41	36	12	50
Colorado	700	46	85	65	13	51	33	8	45
Connecticut	3,500	54	56	47	30	32	42	10	33
Delaware	300	55	35	49	23	38	29	9	42
District of Columbia	1,600	30	27	49	8	64	26	15	54
Florida	2,600	37	39	63	17	50	40	13	45
Georgia	1,700	39	51	50	16	45	38	9	54
Guam	100	24	3	0	5	76	100	0	6
Hawaii	400	32	20	41	8	58	46	9	53
Idaho	200	43	97	75	12	53	21	18	43
Illinois	9,200	47	42	48	16	39	44	9	48
Indiana	2,400	50	55	65	17	40	36	10	42
Iowa	1,600	68	80	61	17	45	37	12	40
Kansas	1,200	54	61	72	19	40	33	14	44
Kentucky	1,400	59	84	55	24	45	50	10	57
Louisiana	3,900	60	27	55	26	36	47	7	39
Maine	1,900	36	99	34	24	44	40	15	48
Maryland	3,600	39	24	48	23	30	38	11	41
Massachusetts	2,800	58	78	47	30	34	35	15	45
Michigan	4,100	44	42	63	13	49	33	14	50
Minnesota	2,200	61	79	49	14	50	40	14	44
Mississippi	3,400	78	24	76	51	21	30	18	45
Missouri	3,500	51	41	65	25	28	28	11	53
Montana	700	70	82	73	25	47	24	19	51
Nebraska	700	46	80	52	9	57	37	16	45
Nevada	600	45	72	57	5	69	25	14	53
New Hampshire	700	58	99	42	14	55	42	15	39
New Jersey	6,400	59	40	45	22	32	40	11	43
New Mexico	700	26	85	45	4	81	42	14	41
New York	12,700	54	47	51	15	34	47	8	41
North Carolina	1,700	68	40	48	25	43	45	10	30
North Dakota	400	54	96	50	22	52	34	22	27
Ohio	6,600	57	55	33	12	45	54	6	44
Oklahoma	1,600	70	65	56	16	37	28	10	38
Oregon	1,400	45	85	60	11	58	30	18	47
Pennsylvania	6,400	67	54	53	9	54	38	10	47
Puerto Rico	1,000	69	78	61	8	58	36	2	54
Rhode Island	600	61	80	45	36	31	45	9	33
South Carolina	1,400	43	33	47	21	41	39	5	46
South Dakota	500	47	87	47	15	52	41	13	52
Tennessee	1,900	63	59	51	20	56	47	5	40
Texas	7,300	47	47	67	33	28	27	12	35
Utah	400	32	96	56	8	61	24	17	59
Vermont	300	61	100	57	33	40	32	17	38
Virginia	1,300	57	71	56	26	48	45	8	41
Virgin Islands	0	--------	--------	--------	--------	--------	--------	--------	--------
Washington	2,500	48	79	59	25	35	32	17	52
West Virginia	700	58	91	68	25	48	25	14	65
Wisconsin	3,200	64	66	45	15	45	42	10	46
Wyoming	300	65	79	85	16	43	32	7	36

Note: Detail may not add to total due to rounding.

Table B-8, Part B.—Selected Characteristics of Trainees Enrolled in MDTA Institutional Training Courses During Fiscal Year 1967, by State

State	Trainees enrolled	Percent							
		Male	White	Head of family	Education		Age		Unemployed 15 weeks and over
					8 and under	12 and over	21 and under	45 and over	
U.S. total	150,000	57	59	54	18	43	40	11	40
Alabama	2,100	54	42	57	19	45	38	10	46
Alaska	300	44	53	44	20	49	29	12	48
Arizona	1,400	48	65	62	20	46	35	9	38
Arkansas	1,200	52	70	62	21	53	29	18	39
California	14,200	58	51	59	12	45	36	12	46
Colorado	1,000	54	88	71	14	43	29	12	36
Connecticut	2,200	50	45	47	31	29	39	11	35
Delaware	300	48	29	53	26	24	30	14	43
District of Columbia	1,400	61	12	57	15	43	30	9	37
Florida	4,000	41	43	61	17	44	41	10	37
Georgia	2,800	49	49	54	18	45	36	12	37
Guam	100	53	5	10	7	58	93	0	19
Hawaii	400	38	24	34	9	64	44	12	52
Idaho	300	52	96	74	15	60	23	18	30
Illinois	8,500	47	42	51	16	40	40	10	45
Indiana	3,200	48	57	67	15	44	31	13	40
Iowa	1,600	71	89	61	18	47	43	7	27
Kansas	1,200	56	60	77	17	41	32	12	34
Kentucky	3,600	64	91	58	38	39	41	13	58
Louisiana	2,100	57	48	54	15	51	52	7	38
Maine	1,400	48	99	37	22	49	47	16	40
Maryland	2,100	40	43	42	16	43	43	11	52
Massachusetts	6,800	56	79	45	23	38	39	17	38
Michigan	7,000	46	50	55	13	50	40	10	45
Minnesota	3,300	62	90	49	14	56	41	11	44
Mississippi	2,700	68	35	75	45	27	27	16	38
Missouri	4,200	54	52	66	22	35	28	12	44
Montana	600	59	78	84	25	38	20	16	34
Nebraska	1,400	50	78	59	11	51	44	11	38
Nevada	500	42	72	59	10	61	23	16	44
New Hampshire	500	85	99	52	24	48	38	12	18
New Jersey	6,000	63	42	46	21	36	38	14	35
New Mexico	600	36	85	36	5	78	51	4	41
New York	14,200	58	46	49	16	34	53	8	39
North Carolina	2,200	63	44	51	23	45	44	12	27
North Dakota	600	69	92	66	22	51	40	10	28
Ohio	7,800	62	56	36	14	45	51	7	41
Oklahoma	2,000	62	65	57	18	39	28	17	43
Oregon	1,000	51	91	57	16	53	30	16	42
Pennsylvania	8,000	71	67	50	10	57	40	10	37
Puerto Rico	1,800	87	75	78	21	47	26	6	57
Rhode Island	900	66	85	37	25	38	55	10	25
South Carolina	2,000	47	45	44	27	41	41	12	38
South Dakota	300	51	89	61	11	63	36	12	44
Tennessee	3,000	65	64	58	28	39	41	10	37
Texas	5,700	61	64	61	22	36	32	11	30
Utah	900	46	94	53	16	43	49	12	43
Vermont	600	52	100	54	27	46	43	16	31
Virginia	2,400	52	74	59	26	46	40	11	37
Virgin Islands	(1)								
Washington	3,000	54	75	49	21	31	45	12	43
West Virginia	1,100	70	93	74	27	43	26	12	53
Wisconsin	3,300	62	68	41	12	47	50	9	42
Wyoming	200	40	93	69	6	72	34	15	44

Note: Detail may not add to total due to rounding. [1] Less thon 50 enrollees.

Table B-9, Part A.—Selected Characteristics of Trainees Enrolled in MDTA On-the-Job Training Courses During Fiscal Year 1968, by State

State	Trainees enrolled	Percent							
		Male	White	Head of family	Education		Age		Unemployed 15 weeks and over
					8 and under	12 and over	21 and under	45 and over	
U.S. total	125,000	68	64	54	16	50	35	11	35
Alabama	2,200	76	74	61	21	38	35	7	29
Alaska	0								
Arizona	1,000	69	64	60	15	54	30	13	28
Arkansas	1,600	47	86	45	12	57	32	6	49
California	20,000	69	61	49	13	54	37	9	38
Colorado	700	71	81	54	12	57	38	9	20
Connecticut	1,400	63	63	38	16	45	42	6	37
Delaware	300	82	37	53	19	34	32	23	44
District of Columbia	1,500	54	30	68	19	47	21	18	33
Florida	1,200	61	75	49	9	52	39	10	28
Georgia	3,900	45	39	66	18	41	33	8	43
Guam	0								
Hawaii	500	37	28	25	16	64	31	10	34
Idaho	200	78	97	68	11	61	41	7	22
Illinois	6,200	70	58	59	14	47	34	9	33
Indiana	3,300	66	80	56	8	55	39	9	46
Iowa	1,300	74	92	61	16	54	37	11	29
Kansas	300	94	65	84	10	64	42	6	15
Kentucky	1,900	76	88	65	30	39	31	9	35
Louisiana	4,200	66	48	40	9	62	45	5	18
Maine	700	87	99	60	22	48	30	11	16
Maryland	1,700	62	28	53	25	31	40	11	42
Massachusetts	1,600	70	76	44	14	60	40	9	22
Michigan	4,900	71	51	63	15	45	32	11	41
Minnesota	1,900	55	95	38	12	65	42	14	38
Mississippi	1,600	87	78	65	23	50	41	7	22
Missouri	3,200	66	40	59	15	40	34	9	44
Montana	300	84	94	89	17	54	19	23	31
Nebraska	400	81	84	57	10	61	28	7	27
Nevada	300	75	73	63	12	52	23	24	41
New Hampshire	100	100	100	61	17	52	38	7	16
New Jersey	6,400	53	52	43	19	47	34	14	28
New Mexico	300	89	79	71	18	48	33	11	31
New York	9,300	71	64	62	18	45	31	15	37
North Carolina	3,200	76	71	46	22	42	41	6	23
North Dakota	300	84	92	40	43	25	32	9	46
Ohio	4,800	86	63	49	9	57	39	7	36
Oklahoma	1,300	81	84	61	15	54	28	11	28
Oregon	1,200	55	91	52	12	64	28	22	32
Pennsylvania	9,700	68	58	57	13	51	32	22	42
Puerto Rico	2,900	22	80	41	21	28	56	1	70
Rhode Island	500	83	86	65	13	61	35	5	36
South Carolina	1,300	50	71	46	30	32	32	11	47
South Dakota	500	72	88	58	21	50	33	18	39
Tennessee	3,800	76	87	62	26	43	30	13	23
Texas	5,700	80	68	59	16	51	36	5	21
Utah	200	73	92	62	3	74	40	4	41
Vermont	100	89	99	75	16	58	34	9	8
Virginia	500	75	37	67	39	25	24	14	38
Virgin Islands	0								
Washington	1,600	64	78	59	12	61	28	15	39
West Virginia	1,300	80	96	64	19	52	32	9	42
Wisconsin	1,600	82	87	47	9	66	38	8	28
Wyoming	100	33	58	47	9	58	25	7	55

Note: Detail may not add to total due to rounding.

Table B-9, Part B.—Selected Characteristics of Trainees Enrolled in MDTA On-the-Job Training Courses During Fiscal Year 1967, by State

State	Trainees enrolled	Percent							
		Male	White	Head of family	Education		Age		Unemployed 15 weeks and over
					8 and under	12 and over	21 and under	45 and over	
U.S. total	115,000	67	73	50	14	55	35	10	33
Alabama	1,600	74	84	53	16	51	35	7	50
Alaska	(¹)								
Arizona	1,600	57	83	51	14	59	28	15	35
Arkansas	2,200	51	87	47	17	50	30	7	53
California	15,500	74	68	46	7	66	39	8	31
Colorado	1,500	73	86	61	11	57	33	7	25
Connecticut	1,600	73	74	40	20	45	47	8	32
Delaware	(¹)								
District of Columbia	1,000	60	32	56	14	52	25	9	37
Florida	3,200	61	75	59	14	53	26	12	32
Georgia	3,800	48	64	52	14	52	33	6	38
Guam	0	------	------	------	------	------	------	------	------
Hawaii	800	42	25	23	13	64	26	12	38
Idaho	100	92	93	78	7	68	30	5	14
Illinois	4,700	63	60	56	13	50	35	10	37
Indiana	3,200	63	82	53	7	65	34	9	41
Iowa	1,500	68	95	55	13	62	33	13	25
Kansas	1,500	85	84	46	5	80	49	6	26
Kentucky	2,300	81	89	61	27	44	40	7	39
Louisiana	2,000	84	60	54	17	54	40	7	25
Maine	1,300	59	99	41	24	41	37	8	30
Maryland	700	75	55	46	18	48	41	9	29
Massachusetts	2,000	71	91	43	16	51	36	12	19
Michigan	4,900	67	65	55	14	54	30	12	39
Minnesota	1,700	55	92	35	10	65	43	11	39
Mississippi	1,400	87	76	58	18	53	38	8	20
Missouri	2,100	66	59	55	10	57	34	8	34
Montana	200	69	92	78	27	47	32	16	33
Nebraska	600	69	96	52	8	68	42	10	28
Nevada	700	49	65	45	15	48	34	21	49
New Hampshire	300	47	100	44	22	45	29	18	21
New Jersey	5,600	62	62	43	19	46	37	12	28
New Mexico	100	63	79	59	18	45	37	7	28
New York	9,200	72	69	56	17	47	34	13	33
North Carolina	2,800	52	77	38	19	44	38	6	23
North Dakota	300	92	98	55	26	44	33	6	26
Ohio	4,400	83	74	45	10	62	42	7	38
Oklahoma	700	57	70	56	15	54	21	9	39
Oregon	1,400	59	95	53	9	69	21	28	33
Pennsylvania	6,900	51	59	42	12	54	35	15	35
Puerto Rico	600	60	81	62	27	43	46	3	45
Rhode Island	500	93	94	66	12	59	29	11	31
South Carolina	3,000	47	72	43	32	30	32	9	44
South Dakota	500	54	85	54	19	52	26	13	41
Tennessee	4,200	78	85	63	22	48	27	11	21
Texas	3,700	82	78	59	8	69	35	6	17
Utah	700	62	98	45	3	66	27	8	39
Vermont	200	94	100	62	8	69	40	5	10
Virginia	1,000	62	55	53	26	39	33	8	31
Virgin Islands	(¹)								
Washington	800	57	84	50	9	67	29	18	32
West Virginia	1,700	78	95	62	16	57	27	14	33
Wisconsin	2,700	62	90	41	10	68	40	11	33
Wyoming	(¹)								

Note: Detail may not add to total due to rounding.

¹ Less than 50 enrollees.

Table B-10.—Selected Characteristics of Persons Enrolled in MDTA On-the-Job Training Projects, Cumulative and for Fiscal Years, 1963-68

Characteristic	Cumulative	Fiscal year trainee enrolled			
		1968	1967	1966	1963-65
Trainees enrolled	321,000	125,000	115,000	58,300	22,700
PERCENT OF TOTAL					
Sex:					
Male	69	68	67	72	73
Female	31	32	33	28	27
Education:					
Less than 8th grade	6	7	6	6	6
8th grade	8	9	8	8	9
9th-11th grade	31	34	31	29	30
12th grade	46	44	48	48	46
Over 12th grade	8	6	8	9	9
Age:					
Under 19 years	13	12	12	17	12
19-21 years	23	23	22	23	23
22-44 years	54	54	55	51	56
45 years and over	10	11	10	10	10
Color:					
White	71	64	73	76	79
Nonwhite	29	36	27	24	21
Labor force status:					
Unemployed (including family farmworkers)	64	67	61	63	67
Reentrant to labor force	3	3	4	2	2
Underemployed	33	30	36	34	32
Duration of unemployment:					
Less than 5 weeks	44	42	45	45	43
5-14 weeks	23	23	23	21	22
15-26 weeks	11	13	11	10	11
27-52 weeks	8	9	8	8	8
Over 52 weeks	15	14	14	16	15
Gainfully employed 3 years or more	59	58	59	58	63
Head of family	52	54	50	50	52
3 or more dependents	23	24	23	22	26
Unemployment insurance claimant	6	6	6	6	12
Public assistance recipient	4	5	3	3	2
Handicapped	5	6	5	4	4
Eligible for allowance	19	24	16	17	19

Note: Detail may not add to 100 due to rounding.

Table B-11.—Selected Characteristics of Trainees Enrolled in MDTA On-the-Job Training Projects Cumulative Through June 30, 1968 and for Fiscal Years 1968 and 1967, by sex

Characteristic	Cumulative, fiscal years 1963–68			Fiscal year 1968			Fiscal year 1967		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Trainees enrolled	321,000	221,500	99,500	125,000	85,000	40,000	115,000	77,000	38,000
Percent	100	69	31	100	68	32	100	67	33
PERCENT OF TOTAL									
Education:									
Less than 8th grade	6	7	6	7	8	6	6	6	5
8th grade	8	8	9	9	9	8	8	8	8
9th–11th grade	31	30	35	34	33	36	31	29	34
12th grade	46	47	45	44	43	45	48	48	47
Over 12th grade	8	8	6	6	7	6	8	9	6
Age:									
Under 19 years	13	14	11	12	13	10	12	13	10
19–21 years	23	24	21	23	24	22	22	24	20
22–44 years	54	54	55	54	53	56	55	55	56
45 years and over	10	9	13	11	10	12	10	8	14
Color:									
White	71	75	62	64	69	54	73	77	65
Nonwhite	29	25	38	36	31	47	27	23	35
Labor force status:									
Unemployed (including family farmworkers)	64	62	68	67	65	70	61	58	65
Reentrant to labor force	3	2	7	3	2	7	4	2	8
Underemployed	33	37	25	30	33	23	36	40	27
Duration of unemployment:									
Less than 5 weeks	44	51	30	42	48	29	45	52	31
5–14 weeks	23	25	19	23	25	20	23	25	19
15–26 weeks	11	11	13	13	12	14	11	11	13
27–52 weeks	8	6	11	9	7	12	8	6	11
Over 52 weeks	15	8	28	14	8	26	14	7	26
Gainfully employed 3 years or more	59	64	48	58	64	47	59	63	48
Head of family	52	62	29	54	64	35	50	62	27
3 or more dependents	23	28	12	24	28	14	23	28	12
Unemployment insurance claimant	6	8	4	6	7	4	6	7	4
Public assistance recipient	4	3	6	5	4	8	3	2	5
Handicapped	5	6	3	6	7	3	5	6	3
Eligible for allowance	19	20	17	24	25	23	16	18	13

Note: Detail may not add to 100 due to rounding.

Table C-1.—Distribution of Manpower Development and Training Act Institutional Enrollment, by Major Occupational Category and Selected Occupational Group, Fiscal Years 1967 and 1968

Major occupational category and selected occupational group [1]	Fiscal year 1968	Fiscal year 1967
Total, occupation reported	100.0	100.0
Professional, technical, and managerial	15.2	12.4
Mechanical engineering	1.0	1.1
Draftsmen	.5	.4
Occupations in mathematics	.4	.4
Nurse, professional (refresher)	4.0	1.8
Medical and dental technicians	.5	.4
Occupations in medicine and health, n.e.c	7.1	6.1
Clerical and sales	20.3	20.4
Secretary		.5
Stenographer	3.8	4.4
Typist	.5	.6
Stenographer-typist and related, n.e.c	6.5	5.5
Bookkeeper	.5	.3
Automatic data processing equipment operator	1.0	.9
Computing and account recording, n.e.c	4.3	3.4
Stock clerk and related		.3
Salesman and salesperson		1.2
Merchandising occupations, n.e.c		.5
Service	15.0	17.0
Waiter-waitress and related		.9
Chefs and cooks (large hotel and restaurant)	2.6	2.7
Chefs and cooks (small hotel and restaurant)		.4
Meat cutters (except slaughter and packing)	.5	.4
Kitchen workers, n.e.c		.3
Barbers		.3
Hairdressers and cosmetologists	.8	.7
Attendants, home and first aid	.5	.7
Attendants, hospital and related health services	6.2	7.1
Drycleaning occupations		.3
Pressing (drycleaning and laundry)		.5
Policeman and detective (public service)	.6	-------
Porters and cleaners	.5	.6
Janitors	.4	.4
Farming, fishery, forestry	1.4	2.3
Gardening and grounds keeping		.4
Plant farming occupations		.3
Farmers, general	.5	.4
Processing	.5	1.1
Cooking and baking occupations		.4
Machine trades	22.4	21.3
Machinist and related	1.6	1.7
Tool makers and related	.4	.5
Turning occupations	.4	.5
Metal machining occupations	6.7	5.8
Fabricating machine occupations	.5	.4
Motor vehicle mechanics and repair	7.1	6.2
Farm machinery mechanic and repair	.6	.5
Engine and related mechanics	.9	.8
Business and commercial machine repair		.3
Utilities service, mechanic and repair	.4	.3
Wood machining occupations, n.e.c	.7	.7
Plastic, synthetics, rubber and leather working		.3
Benchwork	5.2	6.2
Radio and television assembly and repair	.9	.9
Assembly and repair of electric appliances		.3
Electronic components, assembly and repair	1.0	1.0
Assembly and repair of electrical equip. n.e.c		.3
Upholstering-fabrication and repair (mattresses and bedsprings)	.9	.9
Tailors and dressmakers	.6	.4
Sewing machine operator, nongarment		.4
Structural work	18.3	17.7
Tinsmiths, coppersmiths, and sheet metalworkers		.3
Transportation equipment assemblers and related	.9	.7
Bodymen, transportation equipment	3.3	3.2
Arc welders	1.7	1.8
Combination welders	6.7	6.0
Large household applicances: assembly, installation and repair	1.1	.7
Fabrication, installation, and repair of electrical and electronic products, n.e.c	.7	.7
Excavating, grading, paving and related		.3
Carpenters and related	.5	.5
Brick and stonemasons, and tile setters		.4
Plumbers, steamfitters, and related		.3
Structural work, miscellaneous	.8	.5
Miscellaneous occupations	1.7	1.6
Truck driver (heavy)	.4	-------
Attendants and servicemen (parking lots)	.4	.6

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[1] As defined in the Dictionary of Occupational Titles, 3d edition.

Table C-2.—Distribution of MDTA On-the-Job Enrollments, by Major Occupational Category and Selected Occupation Group, Fiscal Years 1967 and 1968—Con.

Major occupational category and selected occupational group [1]	Fiscal year	
	1968	1967
Total, occupation reported	100.0	100.0
Professional, technical, and managerial	3.1	3.3
Industrial engineering occupations		.4
Occupations in medicine and health, n.e.c	1.0	.5
Clerical and sales	9.2	8.7
Stenographer-typists and related, n.e.c	.7	.5
Cashiers	.5	-------
Computing and account recording, n.e.c	1.3	1.6
Shipping and receiving clerks	1.5	1.3
Stock clerks and related occupations	.9	.8
Salesmen and salespersons	1.4	.7
Sales clerks	.4	.5
Service	16.3	15.1
Waiters and waitresses and related	1.7	1.3
Chefs and cooks, large hotels and restaurants	1.1	.6
Kitchen workers, n.e.c	1.6	.6
Housekeepers, hotels, and institutions		.5
Maids and housemen, hotels, and restaurants	.8	1.0
Attendants, home and first aid	6.6	6.8
Porters and cleaners	1.1	1.2
Janitors		.3
Farming, fishery, forestry	.3	1.2
Gardening and groundkeeping		.4
Processing	6.9	5.5
Slaughtering, breaking, curing and related	1.3	.6
Mixing and blending occupations (chemicals, plastics, etc.)	1.6	.3
Processing in chemicals, plastics, synthetics, rubber, paint, and related	.5	.7
Processing of leather, textiles, and related		.5
Machine trades	22.3	27.7
Machinist and related	2.8	2.7
Toolmakers and related	.8	1.8
Abrading occupations		.6
Turning occupations	.6	1.3
Milling and planing occupations	.5	1.1
Boring occupations		.8
Metal machining occupations	2.3	4.2
Punching and shearing occupations	.5	-------
Fabricating machine occupations	.5	.7
Forming occupations, n.e.c	.4	.4
Miscellaneous metalworking occupations, n.e.c	1.7	.6
Motor vehicle mechanics and repairmen	3.0	2.4
Business and commercial machine repairmen	.6	-------
Machine installation and repair, miscellaneous		.4
Printing press occupations		.3
Wood machining occupations, n.e.c	1.2	.6
Twisting, beaming, warping, and related occupations		.5
Spinning occupations		.5
Weavers and related occupations	.8	1.7
Textile occupations, n.e.c	.4	.5
Plastics, synthetics, rubber, and leather working occupations	.9	1.1
Model making, pattern making, and related		.4
Miscellaneous machine trade occupations, n.e.c		.3
Benchwork	13.3	15.0
Filing, grinding, buffing, cleaning, and polishing occ., n.e.c.	.5	.6
Metal unit assemblers and adjusters, n.e.c	1.1	.8
Radio and television assembly and repair	.9	.7
Occupations in assembly and repair of motors, generators, and related products	.5	.4
Occupations in assembly of light bulbs and electronic tubes	.5	-------
Electronic components assembly and repair	1.4	2.9
Fabrication of electrical wire and cable occupations		.3
Assembly and repair of electrical equipment, n.e.c	.5	1.4
Fabrication and repair of miscellaneous plastic products	.5	.5
Fabrication and repair of furniture, n.e.c	.8	.4
Upholstering-fabrication and repair (mattresses and bedsprings)	.8	.7
Sewing machine operator, nongarment	.8	1.2
Fabrication and repair of footwear	.9	.6
Structural work	21.1	16.9
Riveters	.7	-------
Tinsmiths, coppersmiths, and sheet metalworkers		.4
Transportation equipment assemblers and related	3.0	2.8
Bodymen, transportation equipment	3.6	4.2
Metal fabricating occupations, n.e.c		.4
Arc welder	1.2	2.0
Combination welders	.4	.5
Excavating, grading, paving, and related occupations	.8	.9
Carpenters and related	3.7	1.4
Brick and stonemasons and tile setters	.6	.6
Construction occupations, n.e.c	2.3	.7
Structural work, miscellaneous	.6	.5
Plumbers, steamfitters, and related	.5	.4
Miscellaneous occupations	7.5	6.6
Trailer truck drivers		.3
Truck drivers, light	.7	.8
Railroad transportation occupations	1.4	-------
Attendants and servicemen, parking lots	1.0	1.8
Packaging occupations	.8	.6
Moving and storing materials occupations, n.e.c	.7	.5
Packaging and materials handling occupations, n.e.c	1.5	.8

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[1] As defined in the Dictionary of Occupational Titles, 3d edition.

Table C-3.—Occupational Categories of Training of Persons Enrolling in MDTA Institutional Training During Fiscal Years 1968 and 1967, by Sex and Color

Occupational category	Fiscal year 1968					Fiscal year 1967				
	Total	Sex		Color		Total	Sex		Color	
		Male	Female	White	Nonwhite		Male	Female	White	Nonwhite
Total, occupation reported	100	55	45	58	42	100	57	43	61	39
PERCENT OF TOTAL										
Professional, technical, and managerial	15	6	27	20	9	12	6	21	16	7
Clerical and sales	20	3	42	18	24	20	4	41	18	24
Service	15	8	23	12	19	17	9	28	13	22
Farming, fishing, forestry	1	2	(1)	2	1	2	4	(1)	3	2
Processing	1	1	(1)	(1)	1	1	2	(1)	1	1
Machine trades	22	39	2	23	21	21	35	3	23	19
Bench work	5	6	5	4	6	6	7	6	6	7
Structural work	18	32	2	19	18	18	30	2	19	17
Miscellaneous	2	3	(1)	2	2	2	3	(1)	2	1

[1] Less than 0.5 percent.

Note: Percents may not add to 100 due to rounding.

Table C-4.—Occupational Categories of Training of Persons Enrolling in MDTA Institutional Training During Fiscal Years 1968 and 1967, by Age and Educational Attainment

Occupational category	Total	Age of enrollment					Years of school completed				
		Under 19	19-21	22-34	35-44	45 and over	Under 8	8	9-11	12	Over 12
1968											
Total, occupation reported	100	15	24	36	15	11	6	9	38	40	7
PERCENT OF TOTAL											
Professional, technical, and managerial	15	9	10	13	23	30	1	3	6	21	62
Clerical and sales	20	21	26	19	16	15	4	8	18	29	16
Service	15	15	15	14	15	17	21	20	18	12	4
Farming, fishing, forestry	1	1	1	1	2	4	7	3	1	1	1
Processing	1	(1)	1	1	1	(1)	1	1	1	(1)	(1)
Machine trades	22	26	23	24	19	15	32	30	26	18	7
Bench work	5	5	4	6	6	5	7	6	6	4	3
Structural work	18	22	19	20	15	12	25	27	22	14	6
Miscellaneous	2	1	1	2	2	2	3	2	2	1	1
1967											
Total, occupation reported	100	15	22	36	15	12	7	10	37	41	5
PERCENT OF TOTAL											
Professional, technical, and managerial	12	10	11	11	16	18	1	2	6	19	41
Clerical and sales	20	23	26	19	17	16	4	7	17	29	23
Service	17	16	16	16	18	23	22	21	20	13	10
Farming, fishing, forestry	2	1	1	2	3	5	8	5	2	1	1
Processing	1	1	1	1	1	1	2	2	1	1	1
Machine trades	21	25	21	23	19	15	27	28	25	17	10
Bench work	6	5	6	7	7	7	8	7	7	5	5
Structural work	18	17	17	20	18	14	26	26	20	13	9
Miscellaneous	2	2	1	2	2	1	3	2	2	1	1

[1] Less than 0.5 percent.

Note: Percents may not add to 100 due to rounding.

Table C-5.—Occupational Categories of Training of Persons Enrolling in MDTA On-the-Job Training During Fiscal Years 1968 and 1967, by Sex and Color

Occupational category	Fiscal year 1968					Fiscal year 1967				
	Total	Sex		Color		Total	Sex		Color	
		Male	Female	White	Nonwhite		Male	Female	White	Nonwhite
Total, occupation reported	100	71	29	70	30	100	68	32	75	25
PERCENT OF TOTAL										
Professional, technical, and managerial	3	3	4	3	3	3	3	4	3	3
Clerical and sales	9	7	15	9	11	9	6	13	8	11
Service	16	10	32	12	25	15	8	30	11	26
Farming, fishing, forestry	(1)	(1)	(1)	(1)	(1)	1	2	(1)	1	1
Processing	7	7	6	7	8	6	6	4	5	6
Machine trades	22	27	12	25	16	28	33	16	32	17
Bench work	13	10	22	14	11	15	10	25	15	13
Structural work	21	27	7	22	20	17	23	5	18	16
Miscellaneous	8	10	2	8	7	7	8	3	7	6

Note: Percents may not add to 100 due to rounding.

[1] Less than 0.5 percent.

Table D-1.—Selected Characteristics of a Sample of Persons Enrolled in Fiscal Year 1968 in MDTA Institutional Training Who Left Training Before Completion of the Training Objective, by Sex and by Age

Characteristic	Total	Sex		Age at enrollment			
		Male	Female	Under 19	19–21	22–44	45 and older
Percent	100	66	34	19	27	47	8
PERCENT OF TOTAL							
Education:							
Less than 8th grade	9	11	5	7	5	10	20
8th grade	12	14	7	14	8	12	16
9th–11th grade	47	48	44	61	51	42	29
12th grade	30	25	39	19	34	32	25
Over 12th grade	3	2	5	(1)	2	4	10
Age:							
Under 19 years	19	19	18	100	---	---	---
19–21 years	27	26	28	---	100	---	---
22–44 years	47	48	44	---	---	100	---
45 years and over	8	7	10	---	---	---	100
Color:							
White	53	56	49	55	49	53	67
Nonwhite	47	44	51	45	51	47	33
Labor force status:							
Unemployed (including family farmworkers)	84	86	80	84	85	84	80
Reentrant to labor force	2	1	4	1	1	2	7
Underemployed	14	13	16	15	14	14	13
Duration of unemployment:							
Less than 5 weeks	34	38	24	36	38	32	23
5–14 weeks	26	29	22	27	28	26	21
15–26 weeks	15	15	16	15	15	16	16
27–52 weeks	11	9	13	9	10	11	15
Over 52 weeks	14	9	26	13	10	16	25
Gainfully employed 13 years or more	50	56	39	5	20	78	91
Head of family	52	55	47	16	39	72	67
3 or more dependents	22	25	16	1	7	39	24
Unemployment insurance claimant	9	11	5	1	6	13	14
Public assistance recipient	13	9	20	10	9	16	12
Handicapped	11	14	6	7	8	13	23
Eligible for allowance	87	91	77	86	90	85	83

Note: Detail may not add to 100 due to rounding.

[1] Less than 0.5 percent.

Table D-2.—Selected Characteristics of a Sample of Persons Enrolled in Fiscal Year 1967 in MDTA Institutional Training Who Left Training Before Completion of the Training Objective, by Sex and by Age

Characteristic	Total	Sex		Age at enrollment			
		Male	Female	Under 19	19–21	22–44	45 and older
Percent	100	65	35	21	27	44	8
PERCENT OF TOTAL							
Education:							
Less than 8th grade	8	10	4	6	5	9	17
8th grade	12	15	8	15	9	12	17
9th–11th grade	46	47	43	57	49	41	31
12th grade	31	25	41	21	35	33	29
Over 12th grade	3	3	4	(¹)	2	5	7
Age:							
Under 19 years	21	22	20	100	----------	----------	----------
19–21 years	27	25	29	----------	100	----------	----------
22–44 years	44	46	41	----------	----------	100	----------
45 years and over	8	7	10	----------	----------	----------	100
Color:							
White	58	61	53	56	53	59	77
Nonwhite	42	39	47	44	47	41	23
Labor force status:							
Unemployed (including family farmworkers)	84	86	81	86	85	84	83
Reentrant to labor force	2	1	4	2	2	2	4
Underemployed	14	13	15	12	14	15	13
Duration of unemployment:							
Less than 5 weeks	37	42	27	38	41	36	25
5–14 weeks	25	28	20	24	27	25	20
15–26 weeks	14	13	14	13	13	15	14
27–52 weeks	9	8	12	9	8	10	13
Over 52 weeks	15	10	27	16	11	15	28
Gainfully employed 3 years or more	51	57	41	7	23	82	93
Head of family	51	54	46	15	38	74	69
3 or more dependents	22	26	14	1	6	40	22
Unemployment insurance claimant	9	11	5	2	6	14	12
Public assistance recipient	13	10	18	9	8	16	15
Handicapped	11	14	6	6	8	13	24
Eligible for allowance	84	88	77	79	88	85	82

[1] Less than 0.5 percent.

Note: Detail may not add to 100 due to rounding.

Table E-1.—Labor Force Status of a Sample of Persons Who Completed MDTA Training, Reason Given for Leaving the Labor Force After Training, and Posttraining and Pretraining Hourly Earnings of the Employed, by Type of Program

	Fiscal year 1967	
	Institutional trainees	On-the-job trainees
Total reporting status	48,374	34,593
Percent	100	100
PERCENT OF TOTAL		
Labor force status:		
Employed	72	87
Unemployed	18	8
Withdrawn from labor force	10	5
Keeping house	2	1
In school	2	1
Illness	2	1
Other	4	2

	Fiscal year 1967	
	Institutional trainees	On-the-job trainees
Employed trainees:		
Posttraining hourly earnings:		
Less than $1.50	18	8
$1.50–$1.99	34	30
$2.00 or more	48	62
Pretraining hourly earnings:		
Less than $1.50	50	33
$1.50–$1.99	25	29
$2.00 or more	25	38

Table E-2.—Percentage of a Sample of Persons Completing Institutional Training in Fiscal Year 1967, Having Had Some Employment Since Training and Labor Force Status at Time of Last Canvass, by State

	Some employment since training	Status in week of last contact		
		Employed	Unemployed	No longer in labor force
U.S. total	85	72	18	10
Alabama	75	58	31	10
Alaska	85	53	35	12
Arizona	80	63	18	19
Arkansas	84	73	17	10
California	86	67	19	14
Colorado	89	74	16	11
Connecticut	83	67	25	8
Delaware	76	58	19	22
District of Columbia	92	84	10	7
Florida	81	67	21	12
Georgia	88	76	19	6
Guam	(1)	---	---	---
Hawaii	80	59	27	13
Idaho	84	60	26	13
Illinois	84	74	14	11
Indiana	87	77	15	9
Iowa	94	84	10	7
Kansas	81	62	31	8
Kentucky	73	65	24	11
Louisiana	74	60	31	9
Maine	92	78	7	15
Maryland	79	64	23	13
Massachusetts	88	76	13	11
Michigan	87	74	17	9
Minnesota	87	76	12	12
Mississippi	74	61	33	6
Missouri	76	66	25	9
Montana	96	86	10	4
Nebraska	89	77	9	14
Nevada	87	74	13	13
New Hampshire	92	85	4	12
New Jersey	83	67	19	15
New Mexico	87	76	15	10
New York	58	76	13	11
North Carolina	82	66	25	8
North Dakota	81	64	19	17
Ohio	87	73	21	7
Oklahoma	91	89	4	7
Oregon	88	71	18	11
Pennsylvania	86	75	14	11
Puerto Rico	83	73	26	(2)
Rhode Island	93	80	9	11
South Carolina	85	70	18	12
South Dakota	(1)	---	---	---
Tennessee	86	69	22	9
Texas	89	77	15	8
Utah	71	57	31	12
Vermont	92	72	13	15
Virginia	88	74	15	11
Virgin Islands	---	---	---	---
Washington	82	66	23	11
West Virginia	84	72	20	8
Wisconsin	88	73	18	9
Wyoming	(1)	---	---	---

[1] Less than 100 trainee reports.

[2] Less than 0.5 percent.

Note: Percents may not add to 100 due to rounding.

Table E-3.—Labor Force Status Reported by a Sample of Persons Who Completed Institutional MDTA Training During Fiscal Year 1967 and Posttraining and Pretraining Hourly Earnings of Employed Trainees by Sex and Color

	Total trainees			White trainees			Nonwhite trainees		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Total reporting status	50,000	24,000	26,000	32,000	17,000	15,000	18,000	7,200	10,800
Percent	100	48	52	61	53	47	34	40	60
PERCENT OF TOTAL									
Labor force status:									
Employed	72	75	69	75	77	72	67	69	65
Unemployed	18	18	18	15	15	14	24	23	24
Withdrawn from labor force	10	8	13	10	7	14	10	7	11
Keeping house	2	(1)	5	3	(1)	6	2	(1)	3
In school	2	2	1	2	2	1	1	1	1
Illness	2	2	3	2	2	3	2	1	3
Other	4	4	4	3	3	3	5	5	4
Employed trainees:									
Posttraining hourly earnings:									
Less than $1.50	18	9	27	14	8	22	26	13	35
$1.50-$1.99	34	26	42	33	24	43	38	32	23
$2.00 or more	48	65	31	53	78	36	36	56	22
Pretraining hourly earnings:									
Less than $1.50	50	34	68	45	30	64	60	42	74
$1.50-$1.99	25	27	22	26	27	24	24	28	21
$2.00 or more	25	39	10	30	43	12	16	30	6

[1] Less than 0.5 percent.

Note: Percents may not add to 100 due to rounding.

Table E-4.—Posttraining Hourly Earnings Compared with Pretraining Hourly Earnings as Reported by a Sample of Persons Who Completed Institutional Training During Fiscal Year 1967

Trainees	Total	Percent distribution					
		Pretraining earnings			Posttraining earnings		
		Less than $1.50	$1.50-$1.99	$2.00 or more	Less than $1.50	$1.50-$1.99	$2.00 or more
Total group	100	50	25	25	18	34	48
Male	100	34	27	39	9	26	65
Female	100	68	22	10	27	42	31
White	100	45	26	30	14	33	53
Nonwhite	100	60	24	16	26	38	36

Table E-5.—Earnings After Training of Employed Trainees, in Each Pretraining Earnings Group as Reported by a Sample of Persons Who Completed Institutional Training During Fiscal Year 1967

Straight line average hourly earnings	Distribution by pretraining earnings	Earnings after training of persons in each pretraining earnings group		
		Less than $1.50	$1.50-$1.99	$2.00 or more
Total	100	18	34	48
Less than $1.50	50	29	42	30
$1.50-$1.99	25	7	35	57
$2.00 or more	25	3	15	82
Male	100	9	26	65
Less than $1.50	34	19	38	43
$1.50-$1.99	27	5	30	65
$2.00 or more	39	2	13	85
Female	100	27	42	31
Less than $1.50	63	34	44	23
$1.50-$1.99	22	10	43	47
$2.00 or more	10	6	26	68
White	100	14	33	53
Less than $1.50	45	24	42	34
$1.50-$1.99	26	7	34	60
$2.00 or more	30	3	14	83
Nonwhite	100	26	38	36
Less than $1.50	60	36	42	22
$1.50-$1.99	24	9	40	51
$2.00 or more	16	4	21	76

Note: Percents may not add to 100 due to rounding.

Table F-1.—Selected Characteristics of Persons Enrolled in MDTA Institutional Training Projects During Fiscal Years 1968 and 1967, by Type of County of Residence (Rural and Urban) and Sex

Characteristic	Fiscal year 1968						Fiscal year 1967					
	Rural[1]			Urban			Rural[1]			Urban		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Trainees enrolled	22,400	14,100	8,300	117,600	63,500	54,100	28,500	18,000	10,500	121,500	65,100	56,400
Percent	16	63	37	84	55	45	19	63	37	81	54	46
PERCENT OF TOTAL												
Education:												
Less than 8th grade	14	18	6	9	11	6	12	15	7	6	9	4
8th grade	12	16	7	10	12	7	15	18	8	10	13	7
9th–11th grade	30	32	27	42	46	38	29	30	28	42	45	37
12th grade	39	32	51	34	28	41	40	33	52	37	30	46
Over 12th grade	5	2	9	6	3	9	4	3	6	5	4	7
Age:												
Under 19 years	14	15	13	15	17	13	15	15	16	17	19	15
19–21 years	23	23	22	24	24	23	21	20	21	24	23	26
22–44 years	50	51	49	51	51	51	50	52	47	48	49	47
45 years and over	13	12	16	11	9	13	14	13	16	11	9	13
Color:												
White	75	73	78	47	51	43	80	81	77	53	57	48
Nonwhite	25	27	22	53	49	57	20	19	23	47	43	52
Labor force status:												
Unemployed (including family farmworkers)	82	86	76	80	84	76	83	86	78	81	83	78
Reentrant to labor force	2	1	5	3	1	6	2	1	5	4	1	6
Underemployed	16	14	19	17	16	18	15	13	17	16	16	16
Duration of unemployment:												
Less than 5 weeks	31	35	24	31	36	24	37	41	30	36	42	28
5–14 weeks	25	30	18	24	27	20	24	26	20	24	27	20
15–26 weeks	16	16	15	16	16	15	13	13	14	14	13	14
27–52 weeks	11	9	14	11	10	13	8	7	11	10	8	12
Over 52 weeks	17	10	30	18	11	28	18	14	26	17	10	27
Gainfully employed 3 years or more	57	63	46	55	60	48	61	68	48	56	62	48
Head of family	58	67	44	54	57	50	59	68	43	52	56	47
3 or more dependents	29	36	17	24	28	19	30	37	17	23	28	16
Unemployment insurance claimant	9	11	5	9	13	5	9	11	5	10	14	6
Public assistance recipient	8	6	10	14	10	18	11	11	12	13	9	17
Handicapped	12	16	6	9	13	5	12	16	5	10	13	5
Eligible for allowance	82	88	72	83	89	76	80	87	68	82	87	76

[1] Counties with no city or town having 2,500 or more population were considered rural.

Note: Detail may not add to 100 due to rounding.

Table G-1.—Selected Characteristics of Persons 45 Years Old and Older Enrolled in MDTA Institutional Training Courses During Fiscal Year 1968, by Sex and Age Group

Characteristic	Total	Sex		Age at enrollment		
		Male	Female	45–54	55–64	65 and older
Trainees enrolled	15,300	7,000	8,300	12,100	3,100	100
Percent	100	46	54	79	20	1
PERCENT OF TOTAL						
Education:						
Less than 8th grade	20	31	10	19	25	23
8th grade	14	19	10	14	16	16
9th–11th grade	24	25	24	25	21	13
12th grade	27	20	33	28	22	19
Over 12th grade	15	5	23	14	17	28
Color:						
White	68	62	72	67	72	72
Nonwhite	32	38	28	33	28	28
Labor force status:						
Unemployed (including family farmworkers)	75	86	66	76	75	67
Reentrant to labor force	9	1	15	8	9	19
Underemployed	16	13	19	16	16	14
Duration of unemployment:						
Less than 5 weeks	22	24	20	23	20	14
5–14 weeks	20	24	16	20	20	18
15–26 weeks	16	18	14	16	16	10
27–52 weeks	13	14	11	12	14	16
Over 52 weeks	30	20	40	29	32	42
Gainfully employed 3 years or more	90	97	85	90	93	95
Head of family	65	85	48	65	63	63
3 or more dependents	24	41	10	27	14	5
Unemployment insurance claimant	12	16	8	12	12	4
Public assistance recipient	10	12	9	11	7	6
Handicapped	17	26	9	17	19	13
Eligible for allowance	75	87	65	75	76	74

Note: Detail may not add to 100 due to rounding.

Table G-2.—Selected Characteristics of Persons 45 Years Old and Older Enrolled in MDTA On-the-Job Training During Fiscal Year 1968, by Sex and Age Group

Characteristic	Total	Sex		Age at enrollment		
		Male	Female	45–54	55–64	65 and older
Trainee reports processed	13,800	9,000	4,800	10,400	3,300	100
Percent	100	65	35	75	24	1
PERCENT OF TOTAL						
Education:						
Less than 8th grade	17	18	14	15	20	23
8th grade	19	19	18	17	24	30
9th–11th grade	28	26	32	29	26	18
12th grade	30	30	30	33	23	22
Over 12th grade	7	7	7	6	7	6
Color:						
White	75	78	69	74	79	79
Nonwhite	25	22	31	26	21	21
Labor force status:						
Unemployed (include family farmworkers)	48	46	53	50	42	36
Reentrant to labor force	4	1	8	4	3	4
Underemployed	48	53	39	46	55	60
Duration of unemployment:						
Less than 5 weeks	34	38	28	34	33	36
5–14 weeks	21	23	16	21	20	13
15–26 weeks	14	15	13	14	14	11
27–52 weeks	11	10	12	10	11	11
Over 52 weeks	21	14	32	21	22	29
Gainfully employed 3 years or more	93	97	84	92	95	97
Head of family	74	91	42	73	77	83
3 or more dependents	27	37	8	31	14	12
Unemployment insurance claimant	7	9	5	8	7	7
Public assistance recipient	6	5	6	6	5	2
Handicapped	9	10	6	9	8	44
Eligible for allowance	20	19	21	21	17	11

Note: Detail may not add to 100 due to rounding.

Table G-3.—Selected Characteristics of Persons 45 Years Old and Older Enrolled in MDTA Institutional Training During Fiscal Years 1968 and 1967, by Years of School Completed Prior to Enrollment in MDTA Training

Characteristic	Fiscal year 1968					Fiscal year 1967				
	Total	Less than 9	9-11	12	Over 12	Total	Less than 9	9-11	12	Over 12
Trainee reports processed	15,300	5,200	3,700	4,100	2,300	16,500	5,500	4,400	4,900	1,700
Percent	100	34	24	27	15	100	34	27	30	.10
PERCENT OF TOTAL										
Sex:										
Male	46	67	47	34	16	49	68	48	35	28
Female	54	33	53	66	84	51	32	52	65	72
Color:										
White	68	56	59	78	91	75	64	71	85	89
Nonwhite	32	44	41	22	7	25	36	29	15	11
Labor force status:										
Unemployed (including family farmworkers)	75	86	79	71	55	79	86	82	76	62
Reentrant to labor force	9	2	3	8	32	7	2	4	8	26
Underemployed	16	12	18	21	13	14	11	14	16	12
Duration of unemployment:										
Less than 5 weeks	22	24	23	22	14	26	26	27	26	20
5-14 weeks	20	23	20	19	13	19	19	21	20	16
15-26 weeks	16	16	18	16	10	14	14	15	13	14
27-52 weeks	13	13	14	13	10	11	12	11	11	11
Over 52 weeks	30	25	26	31	53	29	29	26	30	39
Gainfully employed 3 years or more	90	92	91	89	87	92	94	93	91	89
Head of family	65	80	69	60	32	68	79	70	61	45
3 or more dependents	24	37	22	17	11	24	35	22	18	14
Unemployment insurance claimant	12	12	14	13	6	14	13	15	14	10
Public assistance recipient	10	15	12	7	3	12	20	11	7	3
Handicapped	17	20	18	16	10	18	22	19	16	12
Eligible for allowance	75	86	84	72	39	79	87	84	74	57

Note: Detail may not add to 100 due to rounding.

Table G-4, Part A.—Occupational Categories of Training of Persons 45 Years Old and Older Enrolled in MDTA Institutional Training During Fiscal Year 1968

Occupational group	Total			White			Nonwhite		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Percent of trainees, occupation reported	100	41	59	76	38	62	24	53	47
PERCENT OF TOTAL									
Professional, technical, and managerial	30	4	48	34	4	53	13	3	25
Clerical and sales	15	3	24	17	4	25	10	2	19
Service	17	11	21	14	10	17	26	14	40
Farming, fishing, forestry	4	9	(1)	4	10	(1)	4	8	(1)
Processing	(1)	1	(1)	(1)	(1)	(1)	1	1	(1)
Machine trades	15	34	1	13	33	1	20	36	2
Bench work	5	7	5	4	7	3	9	8	11
Structural work	12	26	1	11	28	1	14	25	2
Miscellaneous occupations	2	4	(1)	2	4	(1)	2	3	0

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[1] Less than 0.5 percent.

Note: Percents may not add to 100 due to rounding.

Table G-4, Part B.—Occupational Categories of Training of Persons 45 Years Old or Older Enrolled in MDTA Institutional Training During Fiscal Year 1967

Occupational group	Total			White			Nonwhite		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Percent of trainees, occupation reported	100	48	52	71	46	54	22	55	45
PERCENT OF TOTAL									
Professional, technical, and managerial	18	4	31	21	4	32	7	5	11
Clerical and sales	16	4	27	18	4	30	10	3	18
Services	23	14	32	20	12	27	33	18	52
Farming, fishing, forestry	5	10	(1)	5	10	1	6	11	(1)
Processing	1	2	(1)	1	2	(1)	1	2	(1)
Machine trades	15	29	2	15	30	2	16	27	3
Bench work	7	9	6	7	9	5	8	7	9
Structural work	14	26	2	13	26	1	17	26	7
Miscellaneous occupations	1	2	(1)	1	2	(1)	2	3	0

[1] Less than 0.5 percent.

Note: Percents may not add to 100 due to rounding.

Table G-5.—Labor Force Status Reported by a Sample of Persons 45 Years Old or Older Who Completed Training During Fiscal Year 1967, and Posttraining and Pretraining Hourly Earnings of Employed Trainees, by Sex and Color

	Total	Sex		Color	
		Male	Female	White	Nonwhite
Total reporting status	8,000	3,300	4,700	6,200	1,800
Percent	100	41	59	78	22
PERCENT OF TOTAL					
Labor force status:					
Employed	67	66	68	69	64
Unemployed	20	24	18	18	26
Withdrawn from labor force	13	9	15	13	10
Keeping house	3	(1)	6	4	1
In school	1	1	1	1	1
Illness	5	6	5	5	5
Other	3	2	3	3	3
Employed trainees:					
Posttraining hourly earnings:					
Less than $1.50	23	14	28	19	34
$1.50-$1.99	33	30	35	32	39
$2.00 or more	44	56	37	48	27
Pretraining hourly earnings:					
Less than $1.50	46	29	56	42	58
$1.50-$1.99	25	23	26	25	25
$2.00 or more	30	48	17	33	17

[1] Less than 0.5 percent.

Note: Percents may not add to 100 due to rounding.

Table H-1.—Selected Characteristics of Trainees Enrolled in MDTA Institutional Health Occupation Training Courses During Fiscal Years 1968 and 1967, by Sex

Characteristics	Fiscal year 1968			Fiscal year 1967		
	Total	Male	Female	Total	Male	Female
Trainees enrolled	18,200	800	17,400	21,000	1,100	19,900
Percent	100	5	95	100	5	95
PERCENT OF TOTAL						
Education:						
Less than 8th grade	2	4	2	3	3	3
8th grade	5	7	5	6	6	6
9th-11th grade	26	32	26	30	30	30
12th grade	46	47	46	49	49	50
Over 12th grade	21	10	21	12	12	12
Age:						
Under 19 years	10	9	10	12	13	12
19–21 years	17	25	17	19	26	19
22–44 years	51	56	51	50	52	50
45 years and over	22	10	22	19	9	19
Color:						
White	66	54	66	64	66	64
Nonwhite	34	46	34	36	34	36
Labor force status:						
Unemployed (including family farmworkers)	62	63	62	68	68	68
Reentrant to labor force	12	1	13	10	4	11
Underemployed	26	36	25	22	28	21
Duration of unemployment:						
Less than 5 weeks	24	36	23	30	41	29
5–14 weeks	17	26	16	18	27	18
15–26 weeks	12	17	12	12	16	12
27–52 weeks	12	11	12	10	8	10
Over 52 weeks	35	10	36	30	10	31
Gainfully employed 3 years or more	55	63	55	55	63	54
Head of family	40	58	39	43	55	42
3 or more dependents	15	21	15	16	20	16
Unemployment insurance claimant	4	9	4	4	10	4
Public assistance recipient	11	7	12	12	7	13
Handicapped	4	15	3	4	13	3
Eligible for allowance	60	88	59	64	86	62

Note: Detail may not add to 100 due to rounding.

Table H-2.—Trainees Enrolled in Institutional Health Occupation Training Courses During Fiscal Years 1968 and 1967, by Occupational Goal and Color

	Percent				Percent		
	Total	White	Nonwhite		Total	White	Nonwhite
1968				1967			
Total reports processed	18,200	12,000	6,200	Total reports processed	21,000	13,400	7,600
Percent	100	66	34	Percent	100	64	36
PERCENT OF TOTAL				PERCENT OF TOTAL			
Registered nurse, refresher	22	33	1	Registered nurse, refresher	11	17	1
Medical and dental technologist	3	3	2	Medical and dental technologist	3	3	2
Licensed practical nurse and therapist	39	39	42	Licensed practical nurse and therapist	38	43	30
Nurse aid, orderly, hospital attendant	36	26	55	Nurse aid, orderly, hospital attendant	48	37	67

Note: Detail may not add to 100 due to rounding.

Table H-3.—Labor Force Status Reported by a Sample of Persons Who Completed Health Occupation Training During Fiscal Year 1967, and Posttraining and Pretraining Hourly Earnings of Employed Trainees, by Sex and Color

	Total	Sex		Color	
		Male	Female	White	Nonwhite
Total reporting status	10,000	300	9,700	6,800	3,200
Percent	100	3	97	68	32
PERCENT OF TOTAL					
Labor force status:					
Employed	75	81	74	75	75
Unemployed	11	9	11	10	15
Withdrawn from labor force	14	10	14	15	11
Keeping house	6	1	6	7	3
In school	2	4	1	2	1
Illness	4	2	4	4	3
Other	3	3	4	3	3
Employed Trainees:					
Posttraining hourly earnings:					
Less than $1.50	30	13	31	22	50
$1.50-$1.99	31	34	31	30	33
$2.00 or more	39	53	38	48	17
Pretraining hourly earnings:					
Less than $1.50	68	43	69	61	80
$1.50-$1.99	20	26	20	22	17
$2.00 or more	12	31	11	17	3

Note: Percents may not add to 100 due to rounding.

Table I-1.—Selected Characteristics of a Sample of Persons Referred to MDTA Institutional Training on an Individual Basis During Fiscal Years 1968 and 1967 by Sex and Age

Characteristics	Fiscal year 1968							Fiscal year 1967						
	Total	Sex		Age at enrollment				Total	Sex		Age at enrollment			
		Male	Female	Under 19	19–21	22–24	45 and over		Male	Female	Under 19	19–21	22–44	45 and over
Trainees enrolled	6,000	2,500	3,500	600	1,300	3,200	900	5,400	2,600	2,800	800	1,100	2,800	800
Percent	100	44	56	10	23	53	14	100	48	52	15	21	52	12
PERCENT OF TOTAL														
Education:														
Less than 8th grade	3	5	1	1	1	3	5	3	4	1	1	1	3	6
8th grade	7	10	5	6	5	8	9	6	8	3	2	3	6	10
9th-11th grade	33	35	32	39	34	33	28	26	26	26	21	25	28	24
12th grade	50	42	57	55	56	48	46	59	54	63	75	66	55	46
Over 12th grade	7	8	6	0	4	8	12	7	8	6	(1)	5	8	14
Color:														
White	74	81	69	79	71	72	85	80	83	77	82	76	79	89
Nonwhite	26	19	31	21	29	28	15	20	17	23	18	24	21	11
Labor force status:														
Unemployed (including family farmworkers)	70	76	66	76	74	69	63	75	75	75	73	71	76	81
Reentrant to labor force	3	2	5	4	3	3	5	5	2	6	7	7	3	4
Underemployed	27	23	30	20	23	28	33	21	23	19	21	22	21	15
Duration of unemployment:														
Less than 5 weeks	26	29	23	34	29	25	15	34	36	32	42	46	31	19
5–14 weeks	23	29	18	25	25	23	20	22	26	19	24	24	21	23
15–26 weeks	19	20	18	16	20	18	22	15	18	13	11	13	17	19
27–52 weeks	14	13	15	11	12	14	18	11	10	11	5	9	11	15
Over 52 weeks	18	10	26	15	14	20	25	18	10	25	17	9	20	25
Gainfully employed 3 years or more	58	67	52	6	17	77	94	61	69	53	11	25	81	94
Head of family	64	70	59	19	47	77	72	59	62	57	8	37	78	78
3 or more dependents	26	34	20	2	4	42	20	27	33	21	(1)	4	43	28
Unemployment insurance claimant	11	18	6	1	8	12	18	10	15	5	1	4	13	16
Public assistance recipient	14	8	19	8	11	18	7	12	5	18	5	6	16	8
Handicapped	16	26	8	6	10	19	24	15	25	6	5	11	17	25
Eligible for allowance	81	88	75	82	84	79	80	83	90	77	55	83	90	89

Note: Detail may not add to 100 due to rounding.

[1] Less than .5 percent.

Table I-2.—Selected Characteristics of a Sample of Persons Referred to MDTA Institutional Training on an Individual Basis During Fiscal Years 1968 and 1967, and for States Having Over 100 Individual Referrals

	Reports received	Percent							
		Male	White	Head of family	Education		Age		Unemployed 15 weeks and longer
					8 and under	12 and over	21 and under	45 and over	
1968									
U.S. total	6,000	44	74	64	10	57	33	14	51
Arkansas	150	45	87	73	8	62	36	11	42
California	940	60	79	73	8	46	36	22	61
Idaho	110	30	96	93	7	54	15	18	42
Illinois	300	14	73	56	8	53	36	10	58
Indiana	110	43	84	69	12	63	37	8	46
Iowa	190	41	89	91	7	65	23	12	56
Louisiana	120	10	67	57	3	84	44	7	51
Maryland	350	15	46	41	17	39	7	36	54
Massachusetts	130	54	90	45	14	44	42	5	45
Minnesota	220	57	96	60	4	74	32	11	47
Missouri	500	58	54	68	20	38	20	14	46
New York	160	71	75	62	8	57	49	6	36
North Dakota	110	54	93	65	17	49	47	10	27
Oregon	120	44	91	78	7	67	21	21	40
Pennsylvania	160	42	83	50	1	82	46	8	56
Tennessee	170	19	23	37	1	95	34	7	63
Texas	100	17	82	50	4	60	41	4	39
Washington	170	24	90	66	4	68	31	15	58
Wisconsin	330	63	87	49	17	64	40	13	50
Wyoming	100	56	94	88	16	5	25	10	43
1967									
U.S. total	5,400	48	80	59	8	66	36	12	44
Arkansas	190	39	83	65	6	71	33	9	43
California	270	60	58	63	5	63	36	31	63
Colorado	170	45	96	85	17	45	21	31	42
Idaho	140	39	96	86	15	56	22	17	32
Illinois	100	18	85	57	5	61	37	8	62
Iowa	150	18	93	70	4	68	29	10	30
Kansas	110	30	86	98	7	62	7	15	44
Massachusetts	140	62	86	51	17	40	38	7	45
Michigan	190	15	51	76	2	69	23	10	44
Minnesota	140	58	92	75	8	74	19	9	44
Missouri	330	52	71	69	23	44	18	20	47
New York	260	58	76	60	6	62	28	20	53
North Dakota	240	54	97	81	15	64	24	12	34
Pennsylvania	800	61	88	32	3	85	61	6	41
Wisconsin	500	67	75	47	9	58	38	11	45

Note: Detail may not add to total due to rounding.

Table I–3.—Occupational Categories of Training of Persons Referred to Institutional Training on an Individual Basis During Fiscal Years 1968 and 1967, by Sex and Color

Occupational category	Fiscal year 1968					Fiscal year 1967				
	Total	Male	Female	White	Nonwhite	Total	Male	Female	White	Nonwhite
Percent, total occupation reported	100	42	58	76	24	100	47	53	81	19
PERCENT OF TOTAL										
Professional, technical, and managerial	27	22	30	25	32	27	25	28	28	21
Clerical and sales	33	11	49	32	36	31	11	48	30	34
Service	18	15	19	18	16	18	15	22	18	20
Farming, fishing, forestry	(1)	1	(1)	(1)	0	1	2	(1)	1	1
Processing	(1)	1	(1)	(1)	(1)	1	2	(1)	1	2
Machine occupations	9	22	(1)	11	6	11	23	(1)	11	9
Bench work	3	6	1	3	3	4	7	1	3	6
Structural occupations	8	19	1	9	6	7	14	0	7	6
Miscellaneous	1	3	(1)	2	1	1	2	(1)	1	1

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[1] Less than 0.5 percent.

Note: Percents may not add to 100 due to rounding.

Table I–4.—Labor Force Status Reported by a Sample of Persons Referred to Training on an Individual Basis Who Completed Training During Fiscal Year 1967, and Posttraining and Pretraining Hourly Earnings of Employed Trainees, by Sex and Color

	Total	Male	Female	White	Nonwhite
Total reporting status	1,700	700	1,000	1,400	300
Percent	100	41	59	82	18
PERCENT OF TOTAL					
Labor force status:					
Employed	72	73	71	75	58
Unemployed	16	14	18	13	32
Withdrawn from labor force	12	13	11	12	11
Keeping house	2	(1)	4	2	4
In school	4	6	2	4	2
Illness	2	2	1	2	3
Other	4	4	3	4	3
Employed trainees:					
Posttraining hourly earnings:					
Less than $1.50	15	7	20	14	17
$1.50–$1.99	38	25	46	37	43
$2.00 or more	47	67	34	49	41
Pretraining hourly earnings:					
Less than $1.50	59	34	78	57	65
$1.50–$1.99	21	26	17	21	20
$2.00 or more	20	40	6	22	15

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[1] Less than 0.5 percent.

Note: Percents may not add to 100 due to rounding.

Table J-1.—Selected Characteristics of Public Assistance Recipients at Time of Enrollment in MDTA Institutional Training During Fiscal Years 1968 and 1967, by Sex and Age

Characteristic	Fiscal year 1968							Fiscal year 1967						
	Total	Sex		Age at enrollment				Total	Sex		Age at enrollment			
		Male	Female	Under 19	19-21	22-44	45 and over		Male	Female	Under 19	19-21	22-44	45 and over
Trainees enrolled	16,800	6,600	10,200	1,600	2,600	11,100	1,500	18,000	7,600	10,400	1,800	2,700	11,500	2,000
Percent	100	39	61	9	15	66	9	100	42	58	10	15	64	11
PERCENT OF TOTAL														
Education:														
Less than 8th grade	12	19	8	6	4	13	29	13	21	7	6	5	13	30
8th grade	13	17	10	14	7	13	19	15	23	10	16	9	15	26
9th-11th grade	47	46	48	65	58	45	29	44	39	47	59	56	42	24
12th grade	26	16	32	16	30	27	19	26	15	34	19	29	28	17
Over 12th grade	2	2	2	(1)	1	2	4	2	2	2	(1)	1	3	3
Color:														
White	42	55	34	40	36	43	55	49	62	39	43	41	49	65
Nonwhite	58	45	66	60	64	57	45	51	38	61	57	59	51	35
Labor force status:														
Unemployed (including family farmworkers)	88	93	86	88	88	88	88	88	93	84	86	88	88	91
Reentrant to labor force	4	1	6	1	3	5	5	4	1	6	4	3	4	4
Underemployed	8	6	9	12	9	7	7	8	6	9	11	9	8	5
Duration of unemployment:														
Less than 5 weeks	14	16	13	22	17	13	11	18	20	16	25	22	17	12
5-14 weeks	18	24	15	25	22	17	14	18	21	15	24	21	18	11
15-26 weeks	16	19	14	18	19	16	13	14	15	14	14	16	15	10
27-52 weeks	16	16	16	12	17	17	16	13	12	15	11	15	14	12
Over 52 weeks	35	25	41	24	25	37	46	37	32	40	26	26	37	56
Gainfully employed 3 years or more	58	72	49	3	4	3	14	63	77	53	5	17	76	93
Head of family	83	80	85	29	74	93	84	82	82	83	27	70	93	85
3 or more dependents	49	57	44	3	17	64	44	51	63	42	3	16	66	52
Unemployment insurance claimant	5	10	2	1	4	6	5	5	9	2	1	3	6	4
Handicapped	13	23	7	6	7	13	29	14	25	7	6	7	14	33
Eligible for allowance	73	76	70	76	77	71	74	86	88	84	77	86	86	89

[1] Less than 0.5 percent.

Note: Detail may not add to 100 due to rounding.

Table K-1.—Selected Characteristics of Disadvantaged[1] Persons Enrolled in MDTA Institutional Training During Fiscal Years 1968 and 1967, by Sex and Age

Characteristic	Fiscal year 1968							Fiscal year 1967						
	Total	Sex		Age at enrollment				Total	Sex		Age at enrollment			
		Male	Female	Under 19	19–21	22–44	45 and over		Male	Female	Under 19	19–21	22–44	45 and over
Trainees enrolled	96,600	54,100	42,500	18,000	28,000	38,000	12,600	97,500	55,600	41,900	20,500	28,800	34,400	13,800
Percent	100	56	44	19	29	39	13	100	57	43	21	30	35	14
PERCENT OF TOTAL														
Education:														
Less than 8th grade	11	14	7	7	5	13	24	10	13	6	6	4	12	20
8th grade	12	15	9	13	8	14	17	14	17	9	15	9	14	21
9th–11th grade	52	54	49	61	52	54	30	51	53	49	57	51	55	32
12th grade	22	16	31	19	33	17	20	23	15	33	21	34	16	21
Over 12th grade	3	2	4	(2)	2	2	9	2	2	3	(2)	2	2	6
Color:														
White	38	42	33	45	37	29	61	45	50	38	51	42	35	69
Nonwhite	62	58	67	55	63	71	39	55	50	62	49	58	65	31
Labor force status:														
Unemployed (including family farmworkers)	87	89	84	86	85	89	84	87	88	85	86	85	89	86
Reentrant to labor force	2	1	3	1	1	2	3	2	1	4	4	2	2	3
Underemployed	12	11	13	14	14	9	13	11	11	11	11	13	10	11
Duration of unemployment:														
Less than 5 weeks	25	30	18	32	32	18	19	28	34	21	34	37	21	22
5–14 weeks	20	24	16	25	24	16	17	19	23	15	22	23	16	17
15–26 weeks	19	20	18	16	18	22	17	17	18	17	14	15	22	16
27–52 weeks	14	13	16	11	12	17	14	13	11	14	10	11	16	13
Over 52 weeks	22	13	32	16	13	26	33	22	15	32	20	14	26	33
Gainfully employed 3 years or more	48	53	42	6	19	75	91	50	55	42	7	22	80	93
Head of family	53	54	52	17	39	75	69	51	54	48	16	37	76	71
3 or more dependents	24	26	20	1	7	45	26	23	27	17	1	6	47	27
Unemployment insurance claimant	8	10	4	1	5	11	12	8	11	5	2	6	12	14
Public assistance recipient	18	12	25	10	10	29	13	18	14	23	9	9	31	15
Handicapped	12	17	7	6	9	16	21	14	19	7	7	9	19	22
Eligible for allowance	85	89	79	85	89	83	80	83	87	78	77	87	84	82

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[1] For purposes of this tabulation a trainee was considered "disadvantaged" if he had 2 or more characteristics deterrent to employability—less than a high school education, nonwhite, under 22 years of age, 45 years old or older, handicapped, long-term unemployed or member of a low-income farm family, public assistance recipient.

[2] Less than 0.5 percent.

Note: Detail may not add to 100 due to rounding.

Table K-2, Part A.—Occupational Categories of Training of Disadvantaged Persons Enrolled in MDTA Institutional Training During Fiscal Year 1968, by Sex and Race

Occupational group	Total			White			Nonwhite		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Percent occupation reported	100	57	43	44	62	38	56	53	47
PERCENT OF TOTAL									
Professional, technical, and managerial	9	4	15	11	5	21	7	3	12
Clerical and sales	21	3	45	19	3	44	23	3	46
Service	18	9	29	15	8	27	20	11	31
Farming, fishing, forestry	1	2	(1)	2	3	(1)	1	2	(1)
Processing	1	1	(1)	(1)	1	(1)	1	1	(1)
Machine trades	23	40	2	26	40	2	21	39	2
Bench work	6	6	6	5	6	4	6	6	7
Structural work	19	32	2	21	32	2	19	32	3
Miscellaneous occupations	2	3	(1)	2	2	(1)	2	3	(1)

[1] Less than 0.5 percent.

Note: Percents may not add to 100 due to rounding.

Table K-2, Part B.—Occupational Categories of Training of Disadvantaged Persons Enrolled in MDTA Institutional Training During Fiscal Year 1967, by Sex and Race

Occupational group	Total			White			Nonwhite		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Percent occupation reported	100	56	44	46	62	38	54	51	49
PERCENT OF TOTAL									
Professional, techncal, and managerial	7	4	12	9	5	17	6	3	9
Clerical and sales	21	4	42	18	4	42	23	5	42
Service	21	10	34	17	8	30	23	12	35
Farming, fishing, forestry	2	4	(1)	3	5	(1)	2	3	(1)
Processing	1	2	(1)	1	2	(1)	1	2	(1)
Machine trades	22	36	3	24	37	3	20	35	3
Bench work	7	7	7	6	6	6	7	7	7
Structural work	18	30	2	20	31	1	17	30	2
Miscellaneous occupations	1	3	(1)	2	3	(1)	1	2	(1)

[1] Less than 0.5 percent.

Note: Percents may not add to 100 due to rounding.

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